DOCUMENT RESUME

ED 294 797	SO 018 878

AUTHOR	Parker, Franklin, Ed.; Parker, Betty June, Ed.
TITLE	American Dissertations on Foreign Education: A Bibliography with Abstracts. Philippines. Volume XVIII, Part 1, A-L.
REPORT NO	ISBN-0-87875-334-6
PUB DATE	86
NOTE	562p.; For related documents, see ED 284 813 and SO 018 879. Title index appears in SO 018 879.
AVAILABLE FROM	Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($60.00 for two volumes).
PUB TYPE	Books (010) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF02/PC23 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Doctoral Dissertations; Early Childhood Education; Elementary Secondary Education; *Foreign Countries; Postsecondary Education; *Private Education; *Public Education; Reference Materials; Theses
IDENTIFIERS	*Philippines

ABSTRACT

An abstracted bibliography of 230 dissertations is included in this book, which is part 1 of a two-part volume. Various aspects and all levels of education in the Philippines are the topics of the dissertations. Dissertations from the United States, Canada, and some European countries are included. Organized alphabetically by author, each citation contains information about the: (1) title; (2) university where the dissertation was completed; (3) year of completion; (4) number of pages; and (5) directions for ordering the dissertation. This book provides abstracts of dissertations written by authors whose surnames begin with the letters A-L. An author index and source list are included. (Author/JHP)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED294797

[illegible]

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
FRANKLIN PARKER
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO018878

American Dissertations

on

Foreign Education

A Bibliography with Abstracts

edited by

Franklin Parker

and

Betty June Parker

Volume XVIII

Philippines

Part 1

A-L

The Whitston Publishing Company
Troy, New York
1986

Copyright 1986
Franklin Parker and Betty June Parker

Library of Congress Catalog Card Number 73-155724

ISBN for two-volume set: 0-87875-333-8
ISBN for Part 1: 0-87875-334-6

Printed in the United States of America

PREFACE

This is the eighteenth volume of abstracts in the series, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION, compiled and edited by Franklin Parker, Distinguished Visiting Professor, Northern Arizona University, Flagstaff, and Betty June Parker, who form a research and writing team. Volumes thus far in the series, all published by the Whitston Publishing Company, include:

Volume I: Canada (1971, 175 pp.)
Volume II: India (1972, 246 pp.)
Volume III: Japan (1972, 173 pp.)
Volume IV: Africa (1973, 508 pp.)
Volume V: Scandinavia: Denmark, Finland, Greenland, Iceland, Norway, Sweden (1974, 250 pp.)
Volume VI: China: People's Republic of China (Mainland), Republic of China (Taiwan), Hong Kong, Far East (1975, Parts 1 and 2, 969 pp.)
Volume VII: Korea (1976, 243 pp.)
Volume VIII: Mexico (1976, 456 pp.)
Volume IX: South America (1977, 710 pp.)
Volume X: Central America, West Indies, Caribbean and Latin America (General)(1979, 620 pp.)
Volume XI: Pakistan and Bangladesh (1980, 360 pp.)
Volume XII: Iran and Iraq (1980, 412 pp.)
Volume XIII: Israel (1980, 448 pp.)
Volume XIV: Middle East: Arab Education, Bahrain, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria (1981, 468 pp.)
Volume XV: Thailand (1983, 929 pp.)
Volume XVI: Asia: South and Southeast (General): Burma, Cambodia, Indonesia, Laos, Malaysia, Nepal, Singapore, Sri Lanka, Vietnam (North and South)(1985, 877 pp.)
Volume XVII: Pacific: American Samoa, Fiji, Guam, Micronesia, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), Western Samoa (1986, 208 pp.)

Volume XVIII: Philippines (1983, 1062 pp.)

The editors attempted to examine and abstract all locatable doctoral dissertations completed in the United States, Canada, and some European countries. The dissertations included bear significantly on public and private education at all school levels and on all school subjects. They deal with the work and influence of educational, scientific, and cultural agencies, individuals, and movements. Some dissertations which deal only marginally with education and learning are included when they seem to be of special relevance.

DISSERTATION ABSTRACTS INTERNATIONAL officials have graciously given permission to use abstracts from that source. Thanks are also due to the many university reference and interlibrary loan librarians who made dissertations available for study, and particularly to the many dissertation writers and their families who generously aided the editors in securing and correcting bibliographical data, abstracts, summaries, or tables of content.

The expanded list of "Sources: Abbreviations Used in the Series," indicates part of the wide range of sources examined. DAI has published nearly 200 subject catalogs of dissertations, each of which was searched for this series.

World coverage, in progress, includes the following:

Australia and New Zealand

British Isles: Eire, England, Northern Ireland, Scotland, Wales

Educators (Worldwide): Lives and Influence

Europe (Eastern): Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia

Europe (General)

France

Germany (West and East) and Austria

Greece

International and Comparative Education

International Students (Other National Students in U.S.A., Canada, Other Countries)

Italy

Low Countries: Belgium, Luxembourg, Netherlands

Spain and Portugal

Switzerland

Turkey and Cyprus

Union of Soviet Socialist Republics (USSR)

U.S.A. Schools Abroad

Women's Education: Worldwide

Franklin and Betty Parker
Center for Excellence in Education
Box 5774
Northern Arizona University
Flagstaff, Arizona 86011-0004

July 1986

TABLE OF CONTENTS

Preface.. i
Table of Contents................................ v
Sources: Abbreviations Used in the Series............ vi
List of Authors.................................. ix
Bibliography..................................... 1
Index.. 1001

SOURCES: ABBREVIATIONS USED IN THE SERIES

CDI	Xerox University Microfilms, COMPREHENSIVE DISSERTATION INDEX (1861-1972). Ann Arbor, MI 48106: Xerox University Microfilms, 1973. A 37-volume subject and author index to over 417,000 doctoral dissertations accepted by U.S. colleges and universities and some foreign institutions. Also see CDI annual Supplements since 1973.
Cordasco & Covello	Francesco Cordasco and Leonard Covello, EDUCATIONAL SOCIOLOGY: A SUBJECT INDEX OF DOCTORAL DISSERTATIONS COMPLETED AT AMERICAN UNIVERSITIES, 1941-1963. New York: The Scarecrow Press, 1965.
Cruger	Doris M. Cruger (compiler), A LIST OF AMERICAN DOCTORAL DISSERTATIONS ON AFRICA (COVERING 1961/62 THROUGH 1964/65), FRANCE (COVERING 1933/34 THROUGH 1964/65), ITALY (COVERING 1933/34 THROUGH 1964/65). Ann Arbor: University Microfilm Library Service, 1967.
DAI	DISSERTATION ABSTRACTS INTERNATIONAL: Microfilm and/or xeroxed copy may be purchased by Xerox University Microfilm Order Number (use XUM Order No.) from Xerox University Microfilms, Inc., Ann Arbor, MI 48106, or phone toll free: 1-800-521-3042. Chronology: MICROFILM ABSTRACTS, Volumes I-XI (1938-51); continued as DISSERTATION ABSTRACTS, Volumes XII-XXVI (1952-June, 1966); continued as DISSERTATION ABSTRACTS A: The Humanities and Social Sciences, and B: The Sciences and Engineering, Volumes XXVII-XXIX (July, 1966-June, 1969); continued as DISSERTATION ABSTRACTS INTERNATIONAL, Volume XXX- (July, 1969-), A and B as above.
Dossick	Jesse J. Dossick, DOCTORAL RESEARCH ON

	RUSSIA AND THE SOVIET UNION. New York: New York University Press, 1950.
Eells	Walter Crosby Eells, AMERICAN DISSERTATIONS ON FOREIGN EDUCATION. Washington, D.C.: National Education Association, 1959.
GPCFT CONTRIBUTIONS	George Peabody College for Teachers, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
Gordon & Shulman	Leonard H. D. Gordon and Frank J. Shulman (compilers and editors), DOCTORAL DISSERTATIONS ON CHINA: A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES, 1945-1970. Seattle: University of Washington Press for the Association for Asian Studies, 1972.
Kuehl	Warren F. Kuehl, DISSERTATIONS IN HISTORY. Lexington: University of Kentucky Press, Volumes I, 1965; II, 1972.
Parker	Franklin Parker, LATIN AMERICAN EDUCATION RESEARCH: AN ANNOTATED BIBLIOGRAPHY OF 269 UNITED STATES DOCTORAL DISSERTATIONS. Austin: University of Texas Institute of Latin American Studies, 1964.
Selim	George Dimitri Selim, AMERICAN DOCTORAL DISSERTATIONS ON THE ARAB WORLD. Washington, D. C.: Library of Congress, 1970.
Shulman-ASIA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON SOUTH ASIA 1966-1970; AN ANNOTATED BIBLIOGRAPHY COVERING NORTH AMERICA, EUROPE, AND AUSTRALIA. Ann Arbor: Center for South and Southeast Asian Studies, University of Michigan, 1971.
Shulman-CHINA	Frank J. Shulman (compiler and editor), DOCTORAL DISSERTATIONS ON CHINA,

	1971-1975: A BIBLIOGRAPHY OF STUDIES IN WESTERN LANGUAGES. Seattle: University of Washington Press, 1978.
Stucki	Curtis W. Stucki, AMERICAN DOCTORAL DISSERTATIONS ON ASIA, 1933-1962, INCLUDING APPENDIX OF MASTER'S THESES AT CORNELL UNIVERSITY. Ithaca, N.Y.: Cornell University Department of Asian Studies, 1963.
TCCU CONTRIBUTIONS	Teachers College, Columbia University, CONTRIBUTIONS TO EDUCATION. New York: Reprinted by AMS Press, Inc., 1972.
TCCU DIGESTS	Teachers College, Columbia University, DIGESTS OF DISSERTATIONS. New York: Teachers College Library Reference Room.
UC, Berkeley	University of California, Berkeley, Library.

LIST OF AUTHORS

		Page
1.	ABEJO, Andres Z.	1
2.	ABEJO, Mary Placid Casiño	3
3.	ABLES, Higino A.	5
4.	ABUEVA, Jose Veloso	7
5.	ACIERTO, Maria Guillen	9
6.	ACIERTO, Pedro R.	11
7.	ADHIKARYA, Ronny	13
8.	ADRIANO Y VERNUZ, Paz	15
9.	AGNO, Edgardo Esteban	19
10.	AGUAS, Estrella Floro	20
11.	ALBERTO, Rosario P.	22
12.	ALDANA, Benigno V.	24
13.	ALLEN, Lenola Busby	26
14.	ALLEN, Natividad Macaraeg Macaranas	28
15.	ALONZO, Jose Cuizon	31
16.	ALVAREZ, Anicia Abrera	33
17.	AMBROSIO, Adoracion Dancel	35
18.	AMORES, Irene Diego	37
19.	ANG, Ma. Milda L.	39
20.	APPLETON, Ann Leslie	40
21.	AQUINO, Conrado P.	42
22.	ARCE, Wilfredo Florenda	44
23.	ARONG, Jose Roberto Tunacao	46

24. ARQUIZA, Lino Quizon 47
25. ARTHUR, Joseph 50
26. ASHRAF, Khalid 50
27. ASUZANO, Leticia M. 52
28. ATABUG, Alejandra C. 53
29. ATIENZA, Marie Fe Gonzales 55
30. ATKINS, Abigail 58
31. AUSHERMAN, Charles Robert 59
32. BACUNGAN, Cleofe M. 60
33. BANDIOLA, Benjamin Escaner 63
34. BANTUG, Victoria Palanca 66
35. BAUTISTA, Josefa 68
36. BEEBE, James Roger 70
37. BENITEZ, Jose Conrado Baltazar 72
38. BENNETT, George Henry 74
39. BENNETT, Susan Moore 77
40. BERAN, Janice Ann 79
41. BERANO, Eunuel Valdez 80
42. BERGAMINI, Marie Carmen 81
43. BERTUMEN, Desideria Castro 83
44. BETTELHEIM, Ruth Colette 86
45. BLONDIN, Jacqueline Eugenie 87
46. BOBBITT, John Franklin 90
47. BONIFACIO, Manuel Flores 93
48. BOQUIREN, Telesforo N. 94

49. BORLONGAN, Deogracias.......................... 96
50. BOTOR, Celeste Ordas.......................... 98
51. BOWLER, Francis Louis.......................... 100
52. BRAZIL, Harold Edmund.......................... 103
53. BRUSH, Edwin Graham, Jr.......................... 105
54. BUCKISCH, Walter Gerard Martin.......................... 106
55. BULANADI, Azucena A.......................... 110
56. BUNUAN, Josefina S.......................... 112
57. CABOTAJE, Arsenia Abellera.......................... 115
58. CABOTAJE, Felisberto Viloria.......................... 117
59. CADAR, Usopay Hamdag.......................... 119
60. CADELINA, Georgina Benitez.......................... 121
61. CAINTIC, Zenaida Labay.......................... 124
62. CALICA, Roman Romeo B., Jr.......................... 126
63. CALIMQUIM, Aurora Agustin.......................... 128
64. CALIP, Osmundo Arce.......................... 130
65. CALUAG, Aida C.......................... 132
66. CAMARAO, Fedeserio Cabanban.......................... 134
67. CAMBPELL, Douglas Ross.......................... 136
68. CAOILI, Olivia R. Del Castillo.......................... 138
69. CARLOS, Carmen Balderrama.......................... 140
70. CARLOS, Lourdes Balderrama.......................... 143
71. CARREON, Manuel Lingad.......................... 145
72. CASAMBRE, Napoleon Jiminez.......................... 150
73. CASTAÑEDA, Esperanza Aurora G.......................... 152

74. CASTANO, Paulina Maglaque.......................... 155
75. CASTELO, Lutgarda Mendoza.......................... 157
76. CASTILLO, Gelia Tagumpay.......................... 159
77. CATEDRAL, Alfredo Perla.......................... 162
78. CHAMBERS, R. Fred.......................... 164
79. CHAULS, Donald S.......................... 167
80. CHU, Yu-kuang.......................... 169
81. CHUNG, Lilia Ines F. Hernández.......................... 175
82. CINCO, Ma. Elena Seno.......................... 176
83. CLAVERIA, Orlando B.......................... 179
84. CLEMENTE, Patrocinio Ablola.......................... 181
85. CLEMENTE, Tito Agcaoile.......................... 183
86. CONCEPCION-MEDEL, Paz.......................... 188
87. CONTADO, Tito Egargo.......................... 191
88. CORNELIO, Josefina Solis.......................... 193
89. CORPUS, Severino Fermin.......................... 195
90. CORTÉS, Josefina Rian.......................... 201
91. COSTELLO, Marilou Palabrica.......................... 204
92. CRESPI, Alberta R.......................... 206
93. CRUZ, Adeltrudis Manuel.......................... 208
94. Cuizon, Erlinda Asuncion.......................... 210
95. CUYNO, Rogelio V.......................... 212
96. DACANAY, Fe Rusela Martinez.......................... 216
97. DAGOT, Edilberto P.......................... 219
98. DANDOY, Maxima Antonio.......................... 221

99. DANIELSEN, Albert Leroy........................ 225

100. DAVIS, Marian Lee............................ 227

101. DEAUNA, Melecio C............................ 229

102. DE CASTRO, Rosenda Alog...................... 232

103. DE GUZMAN, Felipe Lopez...................... 233

104. DE JESUS, Benjamin Pada...................... 236

105. DE JESUS, Maria Belen Balagtas............... 236

106. DE LA CRUZ, Ernesto Sanchez.................. 238

107. DE LA CRUZ, Leonardo D....................... 240

108. DE LEON, Esmeraldo A......................... 242

109. DE LOS REYES, Macaria L...................... 244

110. DE LOS SANTOS, Rufino........................ 246

111. DEL ROSARIO, Oseas A......................... 248

112. DEMING, Mary Beard........................... 258

113. DEPAKAKIBO, Serafin Torralba, Jr............. 260

114. DEVORETZ, Don Jon............................ 261

115. DIMAYA, Pedro Damo........................... 263

116. DIVINAGRACIA, Sofia Castro................... 264

117. DOUGLAS, Donald Edward....................... 265

118. DUFF, Robert Ward............................ 267

119. DURAL, Marie Thérèse......................... 269

120. ELEQUIN, Eleanor Tengonciang................. 271

121. ENGRACIA, Luisa T............................ 274

122. ENVERGA, Tobias Y............................ 275

123. ESPANOLA-AMERILA, Anna P..................... 275

124. ESPERANZA-RODRIGUEZ, Maria........................ 278
125. ESPINO, Iluminada Galang......................... 280
126. ESTACIO Y CALANOG, Ceferina Irenea............... 281
127. ESTOLAS, Josefina Villanueva..................... 296
128. ESTRELLADO, Nenita E............................. 298
129. EVANGELISTA, Gertrudis Sahagun................... 300
130. FACTORA, Agapito Quevedeo........................ 302
131. FEITOSA, Lucia Maria Bello....................... 304
132. FELDMAN, Kerry Dean.............................. 307
133. FERNANDEZ, Wilhelmina Joven...................... 309
134. FERRER, Adina Rigor.............................. 311
135. FIDEL, Erlinda Gueco............................. 313
136. FIGURACION, Melanio Seduripa..................... 315
137. FLORES, Dominador Alvarez, Jr.................... 317
138. FLORES, Enya Perez............................... 318
139. FLORES, Miguela Bustos........................... 320
140. FLORES, Pedro V.................................. 321
141. FOLEY, Douglas Earl.............................. 324
142. FOX, Henry Frederick............................. 326
143. FRANCISCO, Gregorio Adriano, Jr.................. 327
144. GAMELO, Patrocinio Saniel........................ 329
145. GAPASIN, Celedonio Madayag....................... 331
146. GARCIA, Alfonso Gonzales......................... 334
147. GARCIA, Dolores Garcia........................... 336
148. GARRETT, Helen Maxine............................ 338

149. GARZON, Dionisio Padul.......................... 340
150. GATES, John Morgan.......................... 342
151. GEMARINO, Rosalia Garingalao.......................... 344
152. GENILO, Loreto Gaba.......................... 346
153. GERBER, Michael Stephen.......................... 348
154. GIBBS, Eugene.......................... 350
155. GIESECKE, Leonard Frederick, Jr.......................... 351
156. GO, Alicia Saavedra.......................... 352
157. GO, Samuel S.......................... 355
158. GONZALES, Leticia R.......................... 356
159. GONZALEZ, Eva Beatriz.......................... 357
160. GOSS, George Edward.......................... 360
161. GOWING, Peter Gordon.......................... 365
162. GOYENECHEA-GONZALEZ, Flora.......................... 368
163. GRAVES, Samuel Monroe.......................... 371
164. GREEN, Justin Jay.......................... 374
165. GROOT, Hans Cornelis.......................... 377
166. GUANCO, Nelia Rivera.......................... 379
167. GUIANG, Honesta F.......................... 380
168. GUIANG, Pedro Graza.......................... 383
169. GUIDOTE, Caridad C.......................... 391
170. GUILLERMO, Artemio Ramos.......................... 393
171. HABITO, Celestino Pabello.......................... 395
172. HART, Donn Vorhis.......................... 397
173. HARVEY, Susan Kay.......................... 399

174. HAYDEN, David Lee.............................. 401

175. HEFLIN, Clyde Everette.......................... 403

176. HERNANDEZ, Dolores F............................ 406

177. HERRADURA, Elma Sison........................... 408

178. HERRERA, Alfredo................................ 411

179. HERRING, Ronald Byer............................ 414

180. HIGGINBOTHAM, Howard Nichlos.................... 416

181. HIGI, Sidney Cooke, Jr.......................... 418

182. HILL, David Leslie.............................. 420

183. HOSILLOS, Lucila V.............................. 422

184. HUDSON, Vanavery Don............................ 424

185. HUE, Nguyen Thi................................. 426

186. HUFANA, Fe Maria................................ 427

187. HUNTER, Stanley Robert.......................... 429

188. ILAN, Leila Crispino............................ 431

189. IMPERIO, Rogaciano Calvelo...................... 433

190. INOS, Faustino Ignacio.......................... 437

191. ISIDRO Y SANTOS, Antonio........................ 439

192. JACK, Homer Alexander........................... 444

193. JACOBSON, Helga Eileen.......................... 448

194. JAYME, Josefina Bulatao......................... 450

195. JENSEN, Khin Khin Myint......................... 451

196. JESENA, Florinda M.............................. 453

197. JIMENEZ, Carmen Tombo........................... 456

198. JIMENEZ, Frine Florendo......................... 458

199. JOHNSON, Elmira Layague 459
200. JUAN, Isabel R. 461
201. JULIANO, Clemente P., Jr. 461
202. JURADO, Leonarda Martinez 463
203. KAPILI, Bernabe H. 470
204. KAPILI, Lily Vasquez 472
205. KHUNMUANG, Samrit 474
206. KOLK, Raymond Francis 476
207. KRAUSS, Wilma Rule 478
208. KRUECKENBERG, Karl Louis 480
209. LACAR, Luis Q. 482
210. LACONICO, Norma Valmonte 486
211. LACUESTA Y GASCON, Manuel 489
212. LARA, Alma F. 491
213. LARDIZABAL, Amparo Santamaria 493
214. LAWCOCK, Larry Arden 495
215. LAZARO, Patricio Baviera 495
216. LEAR, Elmer Norton 497
217. LEDESMA, Consuelo Pablo 499
218. LEDESMA, Lourdes Kalaw 501
219. LEE, Emeteria Pascual 504
220. LEOCADIO, Clodoaldo H. 506
221. LEPPER, John Adair 512
222. LIBRERO, Florentino 514
223. LICUANAN, Patricia Benitez 517

224. LIESCH, James Richard.......................... 519
225. LIMCACO, Esperanza Ruiz.......................... 522
226. LIRAG, Priscilla Limcaco.......................... 523
227. LOO, Fe Villaflores.......................... 526
228. LOPEZ DE LEON, Isidra Edralin.......................... 528
229. LUMBA, Zenaida Pascual.......................... 530
230. LUYKX, Nicolaas Godfried Maria, II.......................... 532
231. MACALINAO-SOLIS, Miguela.......................... 535
232. McARTHUR, Harold Jerome, Jr.......................... 537
233. McBEATH, Gerald Alan.......................... 539
234. McCARTHY, Florence Elizabeth.......................... 541
235. MACEDA, Delfina Salvador.......................... 542
236. MAGDAMO, Patricia Ling.......................... 544
237. MAHILUM, Paulita Melchor.......................... 546
238. MAJUL, Cesar Adib.......................... 549
239. MAKIL, Perla Quidangen.......................... 551
240. MAMINTA, Rosario Esperanza.......................... 552
241. MANALAD-SITOMPUL, Dana.......................... 554
242. MANALANG, Priscila S.......................... 557
243. MANALAYSAY, Raquel Salting.......................... 559
244. MANIAGO, Jo Anne Barker.......................... 561
245. MANUEL, Maria Domingo.......................... 563
246. MAQUISO, Elena Granada.......................... 567
247. MARIANO, Pablo Pineda.......................... 569
248. MARLAY, Ross.......................... 571

249. MARQUEZ, Flordelindo Tingson.................... 572
250. MARSICK, Victoria Jean.......................... 574
251. MARTIN, Dalmacio................................ 576
252. MARTIN, James David............................. 585
253. MARTIN, Tunnie, Jr.............................. 587
254. MARTINEZ Y MALAYA, Jesus Isabelo................ 589
255. MARTIN-VALDES, Matilde.......................... 591
256. MATEO, Leonardo G............................... 592
257. MATEO, Maria Luisa.............................. 595
258. MATRIANO, Estela Castro......................... 597
259. MAY, Glenn Anthony.............................. 600
260. MAYNARD, Harold Ward............................ 602
261. MEDALLADA, Jacinto Arevalo...................... 604
262. MENDOZA, Angelita Rodriguez..................... 606
263. MERCADO, Aurea Adrias........................... 609
264. MERCADO, Cesar M................................ 611
265. MIAO, Evelyn Chih-hua........................... 612
266. MINDAJAO, Narciso Muldez........................ 614
267. MIRAFLOR, Clarita Go............................ 616
268. MIRANDA, Dulce Corazon S........................ 618
269. MOLONY, Carol Hodson............................ 620
270. MORADA, Hector B................................ 622
271. MORAIS, Robert Jay.............................. 624
272. MORREN, Ronald Carl............................. 625
273. MOSENDE, Leonora Cedro.......................... 627

274. MUEGO, Benjamin Navarro.......................... 628
275. MUERMAN, John Charles.......................... 630
276. NAM, Sunwoo.......................... 631
277. NAMOC, Pedro M.......................... 633
278. NEPOMUCENO, S. Josefina G.......................... 636
279. NICHOLAS, Barbara Ann.......................... 637
280. NOGUERA, Remedios.......................... 640
281. NOLASCO, Domingo F.......................... 642
282. NYDEGGER, William Frank.......................... 645
283. OASA, Edmund Kazuso.......................... 646
284. OCAMPO, Patrocinio Sison.......................... 648
285. O'DONNELL, James A.......................... 650
286. OLIVAS, Romeo Arellano.......................... 653
287. ONG, Jaime Salvador.......................... 655
288. ORQUE, Modesta Soberano.......................... 657
289. ORTIGAS, Gaston Zavalla.......................... 659
290. PABLEO, Donato Bernardez.......................... 661
291. PACHO, Arturo Guzman.......................... 663
292. PAK, Harry Younghoon.......................... 664
293. PAL, Agaton Palen.......................... 666
294. PANCHO, Justina Garalde.......................... 668
295. PARCO, Salvador Abonal.......................... 671
296. PASCASIO, Emy Mariano.......................... 672
297. PERALTA, Crescencio Guidote.......................... 674
298. PERALTA, Maria Cid Y Adiarte De.......................... 677

299. PEREZ, Carolina Villarin........................ 677

300. PEREZ, Presentacion T.......................... 679

301. PEREZ, Primitiva P............................ 682

302. PINEDA, Juliana Cruz.......................... 684

303. PINERO, Flora Nave............................ 694

304. POLICARPIO-MENDEZ, Paz......................... 701

305. PONCE, Lucylen Beronilla...................... 703

306. PORRATA, Oscar Emilio......................... 705

307. PORTUGAL, Ramon Camaclan....................... 709

308. PRIEST, Bill Jason............................ 710

309. PRUDENCIADO, Sofia Lozano..................... 712

310. PULIDO, Flor Tandoc........................... 714

311. PULIDO, Josefina A............................ 716

312. PUTONG, Cecilio......................... 718

313. QADIR, Syed Abdul............................. 724

314. QUILA, Solomon Era............................ 726

315. QUIRANTE, Luceno L............................ 730

316. QUIROLGICO, Delfin Gallardo................... 732

317. RAGSDALE, Jane Slichter....................... 734

318. RAMBO, David Lloyd............................ 737

319. RAMIREZ, Emiliano Castro...................... 738

320. RAMOS, Josefina Magboo........................ 744

321. RAMOS, Paz Gomez.............................. 746

322. RECANA, Jaime Red............................. 748

323. RESPICIO-DIAZ, Annie.......................... 750

324. RESPOSO, Epifania Robles Castro 752
325. RESURRECCION, Josefina R. 754
326. REYES, Amelia Lourdes Benitez 756
327. REYES, Carmen Nacion 758
328. REYNOLDS, Harriet Robertson 760
329. REYNOLDS, Ira Hubert 762
330. RIVERA, Leonila Pangilinan 764
331. ROSAS, Nilo Lanete 766
332. ROSS, Emma Jean 768
333. ROTH, David Franklin 770
334. ROTZ, Henry Welton 772
335. ROXAS, Segundo Villalon 776
336. RUTLAND, Lolita Garcia 777
337. SABELLA, Ricardo Hiceta 780
338. SABULAO, Lily Kintanar 784
339. SACAY, Francisco Montalbo 787
340. SALAMANCA, Bonifacio S. 798
341. SALAS, Dominador Justiniano 799
342. SALAZAR, Leticia G. 801
343. SALVADOR-BURRIS, Juanita I. 803
344. SAMONTE, Quirico Segundo, Jr. 806
345. SAMONTE, Soledad Espejo 808
346. SAN DIEGO, Carmela Cristobal 811
347. SANGALANG, Luz E. 812
348. SANGUINET, Edwin H. 815

349. SANTIAGO, Alicia A. 820
350. SANTOS, Bruno M. 823
351. SANTOS, Natividad Alejandre 825
352. SANTOS, Rolando Arquiza 827
353. SAPAULA, Crispina C. 829
354. SAQUIDO, Rizalina Duran 831
355. SARANGANI, Datumanong Ampaso 832
356. SATENTES, Marcelo Pusa 834
357. SAVILLE, Margaret Rose 836
358. SCHWARTZ, Karl James 838
359. SEGOVIA, Agripino Cana 840
360. SEIBERT, Robert Franklin 843
361. SENSENIG, Trinidad Laya 844
362. SHAHAN, James Buhl 846
363. SILLIMAN, Rachel Gadiane 853
364. SINCO, Edelmira D. 855
365. SNYDER, Patricia Ann 858
366. SOBERANO, Jose D. 859
367. SOBREPENA, David Aguinaldo 861
368. SOCRATES, Jose Bosano 863
369. SORIANO, Domingo Gonzales 881
370. SORIANO, Liceria Brillantes 883
371. SORIANO, Rafaelita Vasquez Hilario 884
372. STONE, Milburn J. 886
373. STOUTEMYER, John Howard 887

374. STUART, Harland Francis 889

375. SWAN, Lee Melvin 890

376. TABLANTE, Nathaniel Bautista 893

377. TADENA, Romualdo Battad 896

378. TADENA, Tomas P. 898

379. TAMANO, Datu Mauyag Marohom 900

380. TAN, Allen Li 903

381. TAN, Antonio S. 905

382. TANDOC, Florangel Sevidal 906

383. TATE, Chester Neal 909

384. TIANGCO, Nenita-Fe Mantano 911

385. TIRO, Aurelio Amores 913

386. TODD, Arthur James 918

387. TORRANCE, Arthur Frederick 921

388. TOVERA, David Garcia 923

389. TRIMILLOS, Ricardo Diosdado 925

390. TRINIDAD, Felicisima Martin 926

391. TUMANGDAY, Maria G. 929

392. TUMBAGAHAN, Tiburcio Jamora 931

393. TY, Eufemia Formento 935

394. ULGADO, Antonio Victor 940

395. UNTALAN, Pelagia 942

396. VALDEZ, Juan C. 944

397. VALENA, Guillermo de Leon 946

398. VALERA, Jaime Ramon Bermas 947

399. VALLE, Nolina N. 949
400. VALSAN, Easwaramangalath Hariharan 950
401. VAN HISE, Joseph Benjamin 952
402. VARELA, Lourdes Ybiernas 955
403. VELASQUEZ, Maximiniano Aspiras 956
404. VENTURA, Eva M. Duka 964
405. VILLA ABRILLE, Milagros del Rio 966
406. VILLALON, Aniceto Camacho 968
407. VILLARIBA, Cesar Araneta 971
408. VILLAVICENCIO, Rosalina Real 972
409. VILORIA, Leandro Ancheta 974
410. WAKEHAM, Mabel Irene 976
411. WATERMAN, G. Henry 978
412. WEHRMAN, Richard Leon 980
413. WEIGHTMAN, George Henry 980
414. WHITNEY, John Raymond 982
415. WHITWELL, Charles Garland 984
416. YCARO, Godofredo Lacanienta 987
417. YCAZAS, Milagros du Rosaire 990
418. YII, Harris Benjamin 992
419. YOUNG, James Philip 994
420. YOUNGBLOOD, Robert Linley 996
421. ZIMMERMAN, Robert Frederick 998

A

1. ABEJO, Andres Z. (Ph. D.). "An Evaluation of the Scholarship Program of the Philippine Board of Scholarships for Southeast Asia." Michigan State University, 1959. 153 pp. Source: DAI, XX, 12 (June, 1960), 4570-4571. XUM Order No. Mic 60-1707.

This study is an evaluation of the scholarship program of the Philippine Board of Scholarships for Southeast Asia. At the time of survey, the program had been in operation in Manila for five years (1953 to 1958) assisted financially by the Asia Foundation, San Francisco, California. Recipients of the Board's scholarships came from Burma, Ceylon, China (Taiwan), Hong Kong, India, Indonesia, Japan, Korea, Okinawa, Pakistan, Thailand and Vietnam. Eighty-one students from these countries participated in the program during the period covered by this study. The program aimed to promote goodwill and understanding among the Asian nations. Details of the program included promotion of cultural exchange, of better knowledge of democracy as practiced in the Philippines, and of Asian neighborliness. Participants were also assisted and encouraged to earn a college degree if this was possible within the given time so that ultimately they may be of greater service and assistance to their communities.

With these goals in mind, a survey was made of the participants' attitudes prior to and after their visit to the Philippines concerning Philippine cultural, social, governmental and academic life. The survey was conducted by means of a questionnaire requesting answers which would indicate under one column attitudes prior to the visit to the

Philippines, and under another column attitudes after the visit. Of the eighty-one questionnaires sent, sixty-two were answered and returned. In order to verify or reenforce whatever findings might be discovered from the answers of the grantees, an open questionnaire in the form of a personal letter was sent to faculty members of the University of the Philippines where most of the recipients of the scholarships studied.

The survey revealed that a great number of grantees while in the Philippines took the opportunity of going to musical concerts, of visiting art exhibits, and of attending dramatic and operatic presentations. Also found was a noticeable appreciation by grantees of the efforts of Philippine artists. The exchange students also expressed better knowledge of the education and aspirations of the Filipino people.

Most of the participants took part in the Asian students' conferences, national students' meetings, and other organizational processes. Better appreciation of procedures of such meetings were expressed by the participants. The results of their involvement in conferences and of their observation of free elections and of the participation of women in government brought appraisals of desirability of such systems. Almost all the students expressed appreciation of the freedom of the press and the radio as practiced in the Philippines.

As a result of the hospitality of Philippine families, the former grantees became more friendly to other nationals in their own communities. More interest regarding the Philippines was shown by the friends and neighbors of former grantees. Some exchange students organized cultural and international societies saying that they became interested in such goodwill organizations only after their return.

Most of the exchange students earned a degree through the assistance of the grant. While most of them returned to their former positions, they indicated a broadening of their views and training.

From the other phase of this study, the answers of professors indicated great satisfaction with the scholarship program, and endorsed continuation of the program.

The program during the first five years attained some of its aims, albeit, in a limited way. The time spent by the architects of the program, the money contributed by The Asia Foundation, and the services and facilities offered by the Philippine government were sound investments.

Implications for further research and recommendations regarding the program are presented.

2. ABEJO, Mary Placid Casiño (Ph. D.). "Recommended Structures for the Professional Training Services of Classroom Music Teachers in Catholic Schools in Manila." University of Michigan, 1975. 182 pp. Source: DAI, XXXVI, 10A (April, 1976), 6531-A. XUM Order No. 76-9327.

This study is concerned with music instruction at the elementary level in the Philippines and with the professional development of teachers responsible for this instruction. A survey was made of fifty-nine of the eighty-seven Catholic schools offering elementary education in the Metropolitan Manila area. In order to define clearly the scope and application of the study, only elementary teachers in Catholic schools were included in the survey.

Findings indicate that only 17% of the schools surveyed have the services of music specialists, 37.2% rely entirely on classroom teachers, and 45.8% have some degree of assistance from music specialists. Apparently, most teaching at the lower elementary level is done by the general classroom teacher. Deficiency in preservice training of these teachers is not an uncommon problem. The problem of quality and possibly quantity of music instruction as given by teachers with deficient training in music is compounded by lack of supervision.

In order to gain perspective on the problems of a shortage of music specialists and the classroom teacher's inadequate preparation in music, several sources of information were studied. The author looked into the historical background of the educational system of the Philippines as well as the current conditions and policies of this system with particular attention to the development of teacher education programs, the role of private school systems, the place of music in the curriculum, and trends of musical development in the country. A review was made of promising trends in the preservice and in-service education of teachers which the author sees as a source of remedial action in planning the professional training services for teachers described in this study.

An examination of the proceedings of music education conferences, literature on music education workshops, seminars, institutes, and other activities yielded information that there is indeed an effort to bring current innovative approaches to classroom music teaching and to introduce new instructional materials. However, only a small percentage of the teachers with whom this study is concerned are being reached by these services. If efforts to improve instruction are to reach a wider population of teachers, additional approaches must be developed. The inherent nature of private schools and their relationships to govermmental educational agencies require innovative structures to facilitate communication and coordination of in-service training activities, maximizing the use of the few available competent personnel.

Alternative structures and strategies for improving current delivery systems of professional training services, whether in preservice or in-service programs, are recommended:

1. An acknowledged partnership in the training and retraining of teachers responsible for classroom music instruction.

2. More effective utilization of staff within local school systems.

3. The organization of a center for the improvement of school music teaching.

4. Coordinated supervision from the Department of Education and Culture.

These strategies and structures take into consideration the present available personnel and the agencies that could share their expertise in a broader context. The thread that runs through the proposals is shared responsibility. The recommendations are intended to be a stimulus, perhaps a catalyst, in evoking a plan of decisive action on the part of those with the power and authority to improve classroom music instruction in Catholic schools and all private schools in the Philippines.

3. ABLES, Higino A. (Ph. D.). "Faculty Reactions to Institutional Change; An Exploratory Study of the Development Program of the University of the Philippines College of Agriculture." Michigan State University, 1969. 100 pp. Source: DAI, XXX, 6A (December, 1969), 2274-A. XUM Order No. 69-20,812.

The study was addressed to the question: What aspects of institutional change do faculty members accept and what do they resist, and why?

The setting for the study was the University of the Philippines College of Agriculture which had implemented a Five-Year Development Program designed to improve the instructional, research and extension programs and to upgrade the staff and physical plant.

The literature revealed no previous study dealing with the same problem. Hence, a conceptual framework had to be devised taking into account acceptance and rejection as two possible reactions by one individual to a development program.

From faculty members with at least five years experience and on campus at the time of the survey, 50 percent were randomly chosen, yielding a sample of 78. The first phase of the survey was personal interview using open-ended questions to ascertain the level of knowledge about the development program, the nature of projects approved and disapproved of, and suggestions if the development program were to be undertaken again.

The second phase was a self-administered questionnaire. Responses to the open-ended questions were subjected to content analysis in order to establish categories.

A summary of findings follows:

Generally, the faculty members responded favorably to the various projects. They recognized the potential benefits to the instructional and research objectives of the College. More than 80 percent of the sample expressed approval of at least one component of the program. Almost 40 percent of the respondents did not express any disapproval, while the other 60 percent did. Statements of disapproval of physical development were classified into: extravagance, inconvenience, priority conflict, and frustrated expectation. Objections about the program development were directed at the procedure followed in bringing about curriculum change. Staff development projects were criticized for subjectivity in the allocation of resources and the insufficient implementation of the salary schedule. Other negative reactions dwelt on the means of obtaining funds and the notion of overexpanding with limited resources.

A large majority of the respondents felt that they could easily adjust to changes, that changes should be undertaken, and that the faculty could not have done as well if things had not changed in the college. A majority also perceived a low level of faculty participation in decision making. Faculty participation in decision making was seen as legitimate by an overwhelming proportion of the respondents. While more than half like the idea of using committees as a means for faculty participation in decision making, about the same proportion did not think that faculty viewpoints are adequately represented by those who served on college committees.

If the college were to undertake the development program over again, the respondents suggested:

a. Continuation of physical improvement.

b. Maintenance of staff development, underscoring the need for less subjectivity in the awarding of study grants and other faculty incentives.

c. Articulation between the curriculum and national goals.

d. Improvement of research program; and (2) concentrated efforts in extension.

On the matter of the decision-making procedure, more than half of the respondents suggested improving faculty participation by consultation and greater information dissemination, as well as improvement in the number, composition and use of committees. It was also suggested that the development program be evolved from the departmental level. Other suggestions called for closer study of needs, problems, and objectives.

Implications of these findings for academic administration and for future research are discussed in the body of the report.

4. ABUEVA, Jose Veloso (Ph. D.). "Formulation of the Philippine Community Development Program." University of Michigan, 1959. 733 pp. Source: DAI, XX, 5 (November, 1959), 1845. XUM Order No. Mic 58-4872.

Recognition of the problem of rural improvement in the Philippines to the point of intensified action was the result of gradual historical development. In the postwar period, a growing barrio (rural village-community) improvement movement was climaxed by the dramatic rise of Ramon Magsaysay to the presidency. While Magsaysay's recognition of the rural problem was not without precedent, it differed from that of his predecessors in the degree of its emphasis, and in the opportunities, leadership, ideas and methods, facilities, and funds available for its realization.

To help bring about a coordinated and balanced approach to rural development, the Magsaysay Administration launched the Philippine Community Development Program early in 1956. The formulation of the Program took about two years, and involved a host of Filipino officials and agencies, U. S. foreign aid agencies, the U. S. Congress, the United Nations Technical Assistance Administration, private American citizens, and a Chinese leader of the mass education movement.

This dissertation is a case study of the conditions and processes of formulating the Philippine Community Development Program. As background, it describes the rural Philippines through the perceptions of scholars and of the program planners, and analyzes Magsaysay's campaign, election, and first year in office. It then attempts:

1. To reconstruct the interaction of a number of individuals and groups that tried to influence the nature of the program.

2. To recapture the setting of their activities.

3. To provide insight into their motivation.

The study points up the long, tortuous, and often vexing process of translating broad political and social objectives into meaningful public policy and a workable program of action. It reveals the ways in which the Chief Executive and his young lieutenant, a 27-year-old lawyer named Ramon P. Binamira, grew in political awareness and administrative perception. The study also illustrates the workings of the economic aid and technical assistance program of the United States in the Philippines, and some of the ways by which the United Nations organization assists countries like the Philippines in promoting community development.

Responsibility for the administration of the Philippine Community Development Program was assumed by the Presidential Assistant on Community Development in January 1956. Prior to the PACD, an inter-departmental Community Development Planning Council (with three nongovernmental members) was created by Magsaysay to plan and carry out a national program of community development. One of the main foci of the study is Binamira, who played a strategic role as CDPC executive secretary and was appointed presidential assistant by Magsaysay. A substantial part of the entire study is devoted to the operating characteristics and weaknesses of the CDPC. The striking discrepancies between the ideal and the actual organization and performance of the CDPC are described and analyzed.

A multiplicity of individuals and groups channeled their efforts more or less persistently to influence the philosophy, the administrative organization, the methods and techniques, and the leadership of the program. Among the more evident motives that prompted their actions were organization policies and objectives, idealistic goals, ideological preferences, professional values, political ambitions, social approval and recognition, and the will to survive and advance in both a personal and organizational sense. The goals and interests, and the planning strategy and tactics, of Ramon P. Binamira and of the other major participants in the planning process are highlighted.

Also noted are the influences upon the formulation of the program of:

1. Changes in the planning environment.
2. Foreign models of rural development.
3. Bureaucrats (Filipino and foreign).
4. U. S. financial aid.
5. Sociological and anthropological approaches to urged social change.

5. ACIERTO, Maria Guillen (Ed. D.). "American Influence in Shaping Philippine Secondary Education: An Historical Perspective 1898-1978." Loyola University of Chicago, 1980. 300 pp. Source: DAI, XLI, 3A (September, 1980), 1012-A-1013-A. XUM Order No. 8019009.

This study concerned itself with the examination of American influence in shaping Philippine secondary education from 1898 to 1978. It was designed to identify how American school structures and curricula were transplanted to the Philippine school system. A careful examination of the development of secondary education under the American rule and the reorganization of secondary education under the Philippine Republic was undertaken.

Chapter I of this dissertation presented an overview of the nature and scope of the Philippine school system, historical perspective, structure and functions of the Department of Education, and education and economic development of the country. A presentation of the historical background which provided a framework in examining the Philippine education system was focused on in Chapter II. An analysis of the Philippine education under the Spanish regime was presented in the first part of Chapter III and the second part presented education under the American rule. The development of secondary schools in the Philippines under the Americans was discussed in Chapter IV. American influence on shaping the Philippine secondary education was reflected in the aims, curriculum organization, method of instruction, evaluation, instructional materials and textbooks, teacher training, administration and supervision, and funding of schools. The organization of public secondary education was a part of the plan of the new government to endow the Philippines with a complete system of public schools from grade one to the high school. The development of the Philippine secondary schools under the Republic from 1946 to 1978 was presented in Chapter V. The main concern was to develop a more Philippine character in the secondary schools. It included the reorganization of the secondary educational system, aims, curriculum text materials and textbooks, teacher training, administration and supervision, financing schools, new approaches to secondary education, and what still remains of American influence.

Chapter VI presented a retrospect and prospect of the Philippine educational system of the Republic. In retrospect, the Spaniards founded missionary schools for their children, and secondary school and universities for their youth. The first secondary school was established by the Jesuits in 1585, in Manila. The Dominicans were the next religious order to establish secondary school. This was the College of Santo Tomas, which was later called the University of Santo Tomas. In 1898 the Philippines was occupied by the American military government. The Americans

Maria Guillen Acierto

established schools all over the country and opened these schools to all people, rich and poor alike, to the old as well as to the young. The founding of schools was a potent factor in the pacification of the Filipino people. The concept of free public education and educational opportunity for all Filipinos achieved the basic goal of democratization. The prospect of secondary education of the Philippines in the 80's stresses educational relevance and integration: emphasis on eliciting behavior that reflects development-oriented values, especially achievements orientation, self-reliance, self-discipline, community spirit, industry, and national consciousness.

6. ACIERTO, Pedro R. (Ph. D.). "The Community Development Worker in the Philippines: A Study of Selected Personal Social Traits and Differential Levels of Work Performance." Louisiana State University, 1971. 181 pp. Source: DAI, XXXII, 9A (March, 1972), 5374-A. XUM Order No. 71-29,340.

Administrators of national rural community development (CD) programs recruit their village level workers (VLWs) based on certain personal-social traits, on the assumption that these traits are associated with effectiveness or high levels of work performance. In the last few years, a growing number of academicians assume that the structural and ecological characteristics of rural communities influence the level of performance of CD workers.

This inquiry examined some aspects of these assumptions, for the purpose of developing a profile of personal-social traits discriminative of levels of work performance. For this objective, eleven personal-social traits were studied: sex, age, marital status, rural background, educational attainment, preemployment training performance, civil service examination rating, educational background, personal commitment to the CD program, native dialect and length of tenure or service with the CD agency in the Philippines. Rural community structural and ecological characteristics were included as explicit variables in the study. With the use of second-order interactions, their intervening effects of the relationship between each of the traits and work performance were analyzed.

Data for the study were obtained with questionnaires mailed to a sample of barrio development workers (BDWs) employed by the Presidential Arm on Community Development (PACD), the government agency created to implement the Philippine CD program. One hundred ninety one responded of the 405 sent questionnaires about the end of fiscal year 1969-70. This number was further reduced to 153 cases for various questionnaire defects.

Additional data were obtained from the central office of the PACD, from the provincial and regional supervisors of BDWs and from the PACD national training center for community development, where all BDWs are trained.

The analytic technique chosen is a least-squares analysis of variance, following the statistical analysis system (SAS) procedures developed for computer processing. Variance ratios were used to test specific empirical hypotheses.

Five of the eleven traits studied were found to be discriminative of levels of work performance (sex, educational attainment, training performance, personal commitment and tenure with PACD). Only two traits (age and educational attainment) were found to be jointly discriminative with urbanization and isolation.

The study suggested a tentative profile of an effective BDW: he is a male; he has low educational attainment (i.e., he has at least two years of college education, no degree); he has high preservice training performance (high average grade computed from grades received from all courses and activities during preservice training); he has low personal commitment to the CD program; and he has long tenure with PACD. The profile of an ineffective BDW is the contrast of these traits.

A worker with low educational attainment is most effective if assigned to work in a rural area characterized as low in urbanization and high in isolation; and an older worker is most effective if assigned to an area characterized in urbanization and high in isolation, or low in urbanization and low in isolation.

The low explained variance obtained for work performance suggests that the personal-social traits are inadequate explanatory factors for the effectiveness of work performance of BDWs. However, it was pointed out that the profile developed for an effective and ineffective BDW may be utilized by administrators of rural CD programs to evaluate the qualifications of their fieldworkers and to examine relevant policies for the latter's recruitment, training and placement, as steps needed to improve program operation.

7. ADHIKARYA, Ronny (Ph. D.). "Transnational Communication Knowledge Transfer and Utilization Process: The U.S.-ASEAN Case." Stanford University, 1981. 392 pp. Source: DAI, XLII, 5A (November, 1981), 1838-A. XUM Order No. 8124026.

The main purpose of the present study is to understand how, and why, communication knowledge (theories, concepts, principles, or techniques) which has been developed and researched in the United States is being transferred to, and utilized in, countries that are historically, socially, economically, politically, and culturally different from the United States. The focus of the present study is on U. S.-originated communication knowledge transfer and utilization in communication education at the university-level in Indonesia, Singapore, Malaysia, Thailand, and the Philippines, which together make up ASEAN (the Association of Southeast Asian Nations).

More specifically, the present study inquires whether, and how, the transferred U. S. communication knowledge is transformed (e.g., translated, adapted, tested, modified, or reinvented) by ASEAN communication scholars to make it more applicable and relevant for use in their countries. In addition, the role, function, and usefulness of an important mechanism for U. S. communication knowledge transfer and utilization, namely the graduate training provided by major U.S. communication schools to ASEAN communication scholars, is examined.

Data for the present study were collected by means of questionnaire through personal interviews with 100 ASEAN communication scholars in ten communication schools in the five ASEAN countries. In addition, information was also gathered from 12 major U.S. communication schools through a mailed-questionnaire sent to the dean, chairperson, or head of each of these schools.

The findings of the present study reveal that in the past ten years, ASEAN communication scholars have come in increasing numbers to the U.S. for graduate training in communication, often bringing their own funding. Despite the tremendous increase in the number of foreign students who pay expensively for their U.S. communication education, very little effort has been attempted by most U.S. communication schools to make the U.S. communication knowledge transfer more appropriate and useful to the needs and interests of Third World communication scholars.

Another finding of the present study indicated a heavy dependence on U.S.-originated communication knowledge by ASEAN communication scholars, even though the sources of such knowledge appear to be confined to a rather limited range and variety of U.S. communication publications. This heavy dependence can be attributed to two main factors.

1. The high proportion of ASEAN communication scholars trained in the U.S..

2. The large number of U.S. communication publications relative to non-U.S. communication publications available in ASEAN countries.

While there is a highly concentrated and intensive use of certain U.S. communication knowledge by ASEAN communication scholars, very little of such knowledge has been transformed--translated, adapted, tested, modified, or reinvented--in order to maximize its applicability and relevance for use in ASEAN setting. The findings of the present study, however, suggest that the lack of effort to transform appropriately U.S. communication knowledge by ASEAN communication scholars is mainly due to:

1. Inadequate funding.
2. Lack of financial and/or academic rewards.
3. Insufficient expertise.
4. Low research priority.
5. Time constraints.

There has been a very limited number of empirical communication research studies carried out in ASEAN countries to test or replicate certain U.S. communication theories or concepts. Since only a few such studies were conducted to test a single U.S. communication theory, and many of which yielded conflicting results, these studies, therefore, are inconclusive to either prove or disprove the applicability or validity of certain U.S. communication theories for use in ASEAN countries.

The implications of these findings for a more effective U.S. communication knowledge transfer and utilization process in order to improve ASEAN communication scholarship and education are discussed, and recommendations for such an improvement are suggested.

8. ADRIANO Y VERNUZ, Paz (Ph. D.). "A Study of the Conditions Affecting the Interests, Attitudes, Ideals, and Problems of Adolescent Girls in Catholic and Public Schools in the Philippines." Fordham University, 1956. 341 pp. Source: Eells, p. 120; and Dissertation, pp. 280-284.

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The problem in this investigation was to ascertain the general condition of the young girl's environment of home, school, church, and social world, and to determine how her interests and attitudes were affected by them. The investigator also aimed to discover the problems that confronted the young girl.

The questions which the investigator sought to answer were as follows:

1. What attitude did these Filipino girls have towards their home?

2. What relationship existed between the parents and the teen-age daughter?

3. How much vocational and educational guidance did these Filipino girls receive in school?

4. What was the attitude of these Filipino girls towards their teachers?

5. What suggestions did these girls offer for the improvement of the school?

6. To what extent did they participate in the extracurricular activities of the school?

7. What was the boy-girl relationship of these girls?

8. What part did these Filipino girls play in the activities of their communities and their parishes?

9. Did these girls think that they could confidently take their place in the social world?

10. What were the interests and ideals of these Filipino girls?

11. What were the attitudes of these girls towards themselves and towards certain factors in their environment?

12. What were the most common causes of conflicts and worries to these girls?

13. What part did religion play in the life of these Filipino girls?

14. Did the Filipino girls enrolled in Catholic schools differ from those who were enrolled in the public schools?

The subjects participating in this investigation were 1,500 Filipino adolescent girls who were enrolled in fourth year high school in different sections of the Philippine Islands. There were 720 girls, or 48 per cent of the total number of subjects, who were enrolled in Catholic schools and 780 girls, or 52 per cent, who were enrolled in public schools. These proportions were used because it was found that in the actual population of fourth year high school girls in Catholic and public schools in the country, the distribution was as follows: 48 per cent of the girls were enrolled in Catholic schools and 52 per cent were in public schools.

The age of the subjects ranged from thirteen to twenty-four years. The mean age for the entire group was 16.74 years. For the subjects who were enrolled in the Catholic schools, the mean age was 16.57 years and for those enrolled in the public schools, it was 16.91 years.

The socio-economic status of the families of the subjects was determined by tabulating the occupations of the fathers according to the Goodenough Revision of the Barr-Taussig Scale. There were 291 or 19.4 per cent who belonged to Group I, the professional class; 180 or 12 per cent to Group II, the semi-professional and managerial class; 295 or 19.66 per cent to Group III, the clerical and skilled trades; 208 or 13.86 per cent, to Group IV, rural owners; 214 or 14.26 per cent, to Group V, semi-skilled; fifteen or 1 per cent to Group VI, slightly skilled and thirty-four or 2.26 per cent to Group VII, unskilled laborer. The highest percentage of the fathers of the subjects belonged to the clerical and skilled trades. The largest group in the Catholic schools, 182 or 25.28 per cent belonged to the professional class; the largest group in the public schools, 192 or 24.62 per cent, to the clerical and skilled group.

The largest number of the girls, 30.13 per cent of the entire group were the oldest children in their families. This was also true for both the Catholic and public school subjects.

With regard to the size of the families of the subjects, the average number of sisters for the entire group, was 2.74 sisters and the average number of brothers, 2.53 brothers. The average number of sisters for the families of the girls who were enrolled in the Catholic schools, was 2.57 sisters and for those who were in the public schools, it was 2.90 sisters. The average number of brothers for the two groups, was identical, 2.53 brothers.

In many of the families of the subjects, there were persons living with the family, who were not immediate members. The average number of such persons for each family was 1.9 persons. For the subjects in the Catholic schools, the average number of persons was 2,28 and for those in the public schools, the average number of persons living with the family was 1.56 persons.

The method of research employed in the investigation was the normative survey. A check-list, containing ninety-eight items, was devised by the investigator. The instrument was used to determine the general conditions in the girl's home, her school, her church and in her own world of self. It was also designed to discover the ideals, interests and problems of the girl and to ascertain the attitudes that the girl maintained toward certain factors in her environment. The girl was asked to indicate any vital fact or problem that she believed should have been included in the study. The check-list was administered by the investigator's representatives, during a regular class period.

The data obtained were tabulated separately for the girls from Catholic schools, those from the public schools, and for the whole group. The percentage technique was applied in the analysis of the data. The range and the mean score were computed for certain data. Differences in the responses of the subjects from Catholic and the public schools were analyzed and the significance of the differences was statistically tested. After the data were analyzed and presented in table form, the findings were compared with the findings of previous investigations that had been conducted in the field of adolescence. Such investigations had subjects from Catholic, public and from private nonsectarian schools.

In the analysis of the results of the investigation, the findings were organized under four general headings, namely:

1. The girl in the home.

2. The girl in the school.
3. The girl in her social life.
4. The girl in the world of self.

9. AGNO, Edgardo Esteban (Ph. D.). "A Proposed Model on Energy Education for National Development of the Philippines with Emphasis on the Planning and Implementation Roles of Vocation-Technical Education." Florida State University, 1980. *292* pp. Source: DAI, XLI, 12A, Part 1 (June, 1981), 5072-A-5073-A. XUM Order No. 8111926.

The purpose of this study is to design a workable model on energy education and development, particularly for vocational institutions in the Philippines, that would help the country attain its national development objective on energy self-reliance and independence. Specifically, the study attempted to design an energy education and development management plan which would help address the following questions:

1. In light of a goal of energy self-reliance and independence and present energy needs and projected requirements for Philippine development, how should energy education be incorporated in the educational system especially in vocational-technical schools?
2. What and how should conservation standards, technical innovations and guidelines be implemented to improve efficiency in supply/delivery, in end/use and alter demand for energy in educational institutions and other sectors of society?
3. How should energy education curriculum materials be developed and incorporated in the various levels and programs of vocational-technical education?

The review of related literature as well as interviews with energy experts, policy-planners, government officials and some members of the academic community confirmed the assumption of the researcher that the design of a model on energy education for a developing country would be a feasible solution to present and future energy crises. The model was revised after consultation with the writer's supervisory committee. A random sample consisting of 11 energy experts, 9 systems analysts/planners, and 6 vocational educators was selected to review the model. To compare the responses of the evaluators to the 20-items in the evaluation instrument, the investigator solved for the means, standard deviations on the obtained data. Results of the analysis have shown that the experts agree the "Energy Education and Development Management Model" (EEDMM) is an acceptable comprehensive plan that could meet short- and long-term energy development needs of the Philippine economy.

The researcher recommended that the EEDM Model be presented to the Philippine authorities for their support and for its full-scale implementation. This idea can become a reality through various activities such as:

a. Establishment of an "Energy and Education Action Center" in the Ministry of Education and Culture, "Energy Management Assistance Program" in selected technical colleges and universities, and "Energy Manpower Center" in the Ministry of Energy.

b. Retrofitting or modification of facilities that are observed to be energy intensive.

c. Inclusion of energy conservation in appropriate curriculum materials.

d. Development of energy-oriented courses for continuing education programs.

e. Development of energy training materials and devices for adaptation to existing curricular offerings.

10. AGUAS, Estrella Floro (Ed. D.). "English Composition Errors of Tagalog Speakers and Implications for Analytical Theory." University of California, Los Angeles,

Estrella Floro Aguas

1964. 315 pp. Source: DAI, XXV, 6 (December, 1964), 3561. XUM Order No. 64-12,179.

The purpose of this study is threefold:

1. To analyze the errors that actually occur in the English composition of Tagalog speakers at a statable series of levels of experience and training.

2. To illustrate the correlation between these errors that actually occur and the predictions that might reasonably be made by contrastive analysis.

3. To derive implications from this analysis for language learning.

Five hypotheses were proposed:

1. A. A first language interferes with the acquisition and mastery of a second language to the extent that it is different from the second language.

   B. First-language interferences are of three kinds:

      1. Grammatical.
      2. Lexical.
      3. Phonological.

   C. First-language interference is the greatest single cause of errors in the written English of Tagalog speakers.

2. A. Tagalog speakers employ false analogies among non-comparable English structures.

   B. False analogy among non-comparable English grammatical structures accounts for the next greatest number of errors in the written English of Tagalog speakers.

3. A. Hypotheses 1 and 2 will not adequately explain all kinds of errors in the written English of Tagalog speakers; there will be residual errors.

This study has attempted within the framework of generative grammar to consider certain limited psycholinguistic questions. The grammatical features of English discussed in this study do not represent all the grammatical features of English, but they represent the learning difficulties of Tagalog speakers as evidenced by their composition errors.

Data for this study were obtained from the compositions of 300 students who speak Tagalog as a first language and who were enrolled in two elementary schools, one high school and four universities. The criterion of grammaticalness used was the language of educated adult native speakers of English. Chomsky's description of English grammar--Phrase Structure Rules plus Transformation Grammar--provided a way of discussing the data in this study.

The results of the analysis supported Hypotheses 1-A, B, C; 2-A, B; 3-A.

The conclusions that may be reasonably drawn from this study are the following:

1. A contrastive analysis is a powerful working instrument which can be used to predict to a very large extent those errors which arise from negative transfer from a first language to a second language, but not errors which arise from a false analogy among noncomparable features of the second language.
2. The contrastive analysis did not predict:
    a. The persistence of errors.
    b. The inability of a language learner to make use of an available source of positive transfer from the first language to the target language.
3. Consequently, empirical studies snould be conducted in order to sharpen the focus of a contrastive analysis.

11. ALBERTO, Rosario P. (Ph. D.). "Priorities of Competencies in Educational Administration as Judged by Govern-

ment Officials, University Officials, Superintendents and Principals in the Philippine Public Schools." University of Washington, 1970. 138 pp. Source: DAI, XXXI, 4A (October, 1970), 1521-A-1522-A. XUM Order No. 70-18,609.

The central problem of the study was the identification of priorities of competencies to be developed in a pre-service training program for educational administrators.

The purposes of the study were:

1. To investigate the relationships between the judgments of government officials, university officials, superintendents and principals in the Philippine public schools regarding the competencies which a pre-service training program for educational administrators should develop.

2. To identify the priorities which government officials, university officials, superintendents and principals assign to such competencies.

3. To investigate the relationship between judgments and dispositions toward the development of a pre-service training program in educational administration.

The Q-methodology was used in determining the priorities of administrative competencies. The respondents which consisted of 40 government officials, 33 university officials, 41 superintendents, 37 secondary school principals and 48 elementary school principals were asked to sort sixty behavioral statements into a quasi-normal distribution.

Analysis of the data involved the use of the BMD 02S and BMD 02V programs, crossbreaks, the S-method of multiple comparison and the Kendall coefficient of concordance. The BMD 02S program was used to determine the relationships between the judgments of government officials, university officials, superintendents and principals. Crossbreaks were set up for further analysis on existing relationships between the judgments of the respondents especially in regards to the "weight" of importance of the statements. The BMD02V program was used to determine the rank orders of the behavioral statements. To find out the real differences between these rank orders, the S-method of multiple comparison was used. The Kendall coefficient of concordance was used to determine the degree of agreement among the participants in ranking the behavioral statements.

The respondents in this study judged skills in planning, organizing and evaluating the total school program as the single most important competency to be developed in a pre-service training program for educational administrators. Development of tact, insight, understanding and skills in the ability to work with other people was ranked as the next most important competency. Understanding of the basic premises and differences of the various economic systems, e.g., capitalism-communism was judged as the single least important competency. There was close agreement among the respondents on the relative worth of the administrative behaviors. In addition, real differences were found between the behaviors which were most important and those which were least important. Significant relationships were also found between the judgments of government officials, university officials, superintendents and principals regarding the priorities of administrative competencies.

On the basis of the findings of this study, it was recommended that in planning a pre-service training program for educational administrators emphasis should be placed on the development of the following: skills in planning, organizing and evaluating the total school program; skills in human relations; and skills, concepts and values in the areas of curriculum and instruction, organization and structure, problem solving, coordination and school-community relations. It was recommended further that consideration be given to an inter-disciplinary approach to program development so that future educational administrators can benefit from cognate courses in psychology, sociology, philosophy and business administration.

12. ALDANA, Benigno V. (Ph. D.). "Developing a Defensible

Benigno V. Aldana

Financial Program for the Public Schools of the Philippines." University of California, Berkeley, 1956. 113 pp. Source: Dissertation Abstract.

The purpose of this study is to devise a financial structure that will meet satisfactorily the needs of the public schools of the Philippine Islands. Since independence was granted on July 4, 1946, new problems have developed for the public schools. Before the Pacific War, only about ₱30,000,000 was spent for the education of fewer than 2,000,000 children. Since the end of the war, however, public school expenditures have increased to ₱140,000,000. Enrollment has reached the 4,000,000 mark and the decreased purchasing power of the peso has added to the costs. Half-day sessions are now being used in many schools, classrooms are overcrowded, and textbooks and supplies are inadequately provided. It is clear that the financial program should be improved to meet the growing needs of the schools.

To improve the system of public school financing, two plans have previously been proposed for consideration, namely: the financial program of the UNESCO Follow-Up Mission to the Philippines in 1952 and the plan of the Congressional Committee on Education recommended during the same year. These two plans, together with the present system of financing, have been analyzed in this study and have been evaluated in terms of generally accepted principles and criteria. Consistent with these principles and criteria, a financial program, based on a foundation program plan, has been developed and is proposed herein.

The study, among other things, has shown that the present plan of finance, and those previously proposed, do not provide for adequate measures of educational need and depend heavily upon the property tax for support. Indeed, with the exception of the UNESCO plan, which recommends a foundation program for financing the public schools, the two other plans are merely proposals for increased support for services and facilities.

The financial structure proposed in this study is based on the foundation program idea, that is, on the idea of an acceptable level of services and facilities supported by an equitable combination of local and national funds. The cost of the proposed foundation program has been determined and the respective local and national contributions computed. Because of limited funds and lack of properly qualified teachers, it is not to be expected that the Foundation program can be fully implemented immediately. It is therefore suggested that the implementation be made by priorities or steps without, of course, losing sight of the fact that full implementation is the desired goal which should be attained in the near future.

It is hoped and expected that the proposed foundation program will become a major factor in improving the quality of public education in the Philippines.

13. ALLEN, Lenola Busby (Ph. D.). "Personal and Family Characteristics: Bases for Developing Family Planning Materials for International Audiences." Iowa State University, 1977. 247 pp. Source: DAI, XXXVIII, 11A (May, 1978), 6573-A-6574-A. XUM Order No. 7805921.

Objectives of the study were to identify selected demographic characteristics of village families; to investigate the possibility of a relationship between current status of family planning behavior and couple communication, decision-making patterns, and topics talked about; and to make recommendations for developing home economics/family planning program materials to be used with village families in developing countries.

Subjects were 203 couples from 4 developing countries: 89 from El Salvador, 80 from Jamaica, 18 from Ghana, and 16 from the Philippines. Data were collected using a structured interview containing four parts: personal characteristics, mate communication, decision-making, and topics you talk about.

A descriptive analysis of the personal and family characteristics of the village couples indicated that the respondents varied greatly within as well as among the countries.

Males and females from all countries reported frequent verbal communication between mates, although they discussed religion and family planning less than other selected topics.

Significant correlations indicated that females tended to agree with the responses of their mates about communication items including:

1. The frequency of talking together.

2. The difficulty of talking together.

3. The ease in talking with someone else rather than the mate; and the frequency of discussing topics such as:

    1. Family food practices.
    2. Child rearing practices.
    3. Religion.
    4. Family roles.
    5. Family planning
    6. Family spending practices.

In El Salvador, correlations between .28 and .55 were found relating to communication items 2 and 3 and all of the topics. Correlations between .29 and .56 were found between mates' responses in Jamaica for each of the communication items and topics. In Ghana, correlations between .63 and .94 were found for communication items 1 and 2 and topic 5. Correlations between .61 and .92 were found between mates' responses in the Philippines to each of the communication items and topics 1, 2, 5, and 6.

Respondents considered a number of the topics to be very important for discussion and expressed a need for more information. Significant positive and negative correlations were found between the frequency of discussing selected topics and the age and education of respondents.

Joint decisions were made by mates, although a number of respondents reported no decision made about determining family size, spacing, and contraceptive use. Over 50% of the respondents from El Salvador and Jamaica and more than 18% from the Philippines and Ghana reported no decision made about the kind of family planning information given to children.

Recommendations were that a broad range of topics and content should be planned, but materials should include a focus on the stresses and demands of pregnancies at early ages. Additional characteristics such as attitudes toward learning, learning patterns, and attention span should be investigated.

14. ALLEN, Natividad Macaraeg Macaranas (Ed. D.). "The Internship Concept of American Teacher Education and Its Application to Philippine Secondary Teacher Education." Stanford University, 1959. 316 pp. Source: DAI, XIX, 11 (May, 1959), 2858-2859. XUM Order No. Mic 59-1421.

Problem

The purpose of this study is to:

1. Analyze the internship concept in American teacher education.

2. Develop a set of criteria for appraising the adequacy of internship programs for secondary school teachers.

3. Propose a program of teacher internship of the basis of these criteria which might be used and tested in the Philippines.

Methodology

Two research methods were used in the study:

1. Historical and documentary analysis in which the historical development of internship in the professions was traced, philosophical literature and psychological studies were analyzed, and the factors of teacher competence and the current debate in American education relevant to teacher internship were studied.

2. Normative-survey of existing programs of internship.

Results

(1) The criteria of a sound internship program that evolved out of the critical analysis of the internship concept are as follows:

1. The internship program is a program involving:
    - a. General or liberal education.
    - b. Professional education.
    - c. Specialized education, as background for the internship teaching.
2. The internship program has been developed with a basic philosophy or purpose defined by the cooperating school district and the training institution to guide its opperation.
3. The internship program has a system of selective admission.
4. The internship program provides an internship period which has the following characteristics:
    - a. A substantial block of time that enables the trainee to assume full teaching experiences, to carry full teaching responsibilities, and to meet actual teaching problems.
    - b. A continuous program of professional and specialized education to supplement the background of the intern.
    - c. Seminars conducted as a device in guiding the professional development of the intern.
    - d. Cooperative and full-time supervision in which the cooperating school districts and the intern training institutions assume responsibilities.

(2) Internship may be defined as a phase of teacher education in which a capable student with sufficient liberal, professional, and specialized education back-

ground to enable him to teach, further learns and broadens this background by teaching in the field as a full-time teacher but under competent supervision for the purpose of making the transition from college life to teaching a continuous process of growth and development.

(3) Two ways of adapting the internship concept in the Philippines are proposed:

1. Five-year program, four years of which are devoted to the concurrent offering of general education, professional education, and specialized education, and the fifth year devoted to teaching internship in which the interns pursue continuous general, professional, and specialized preparation.

2. Special internship program for the liberal arts graduates who take professional courses before the internship, during the internship, and after the internship.

(4) Problems which are financial, supervisory, administrative, and instructional in nature may be encountered in adapting the proposed programs in the Philippines.

Conclusions

A sound internship program seems to offer the following advantages for secondary school teachers:

(1) Opportunities for growth and development of the intern.

a. Personally--the intern grows and develops with a wholesome personality becuase he comes in contact with personalities of varied backgrounds, interests, and capabilities in the school and in the community.

b. Professionally--the intern is given an opportunity to grow professionally before the internship, during the internship, and after the internship.

(2) Adequate guidance and supervision where these are most needed by the beginning teacher.

(3) Opportunity to grow in competence and effectiveness

while engaged in teaching and in the continuous pursuit of general, professional, and specialized knowledge.

(4) Application of sound principles and theories of learning to actual classroom situations.

(5) A sense of joy and pride in being a member of the teaching profession emanating from the fact that only the best are chosen to enter into the profession.

15. ALONZO, Jose Cuizon (Ph. D.). "Administrative Guidelines for CLSU, Nueva Ecija, Phillippines, Evolving From a Study of the Literature and the Universsity of Wisconsin Extension." University of Wisconsin, Madison, 1974. 295 pp. Source: DAI, XXXV, 9A (March, 1975), 5755-A. XUM Order No. 74-26,473.

Objectives of the Study

The major objective of the investigation was to develop functional guidelines for establishing the CLSU Extension organization to enable the University to implement its Extension education role efficiently and lead to further refinement of the future CLSU Extension mission.

Procedures Used

A brief analysis of the social and economic conditions in the Philippines served as a foundation for building the conceptual model of the study. The findings of research, the principles of administration and organization relevant to Extension, and the information gathered from the case study of the Agriculture-Agribusiness Program area, University Extention, University of Wisconsin were synthesized to develop guidelines for establishing the CLSU Extension organization. A planned interview with the key administrative and educational leaders of University Extension was employed to gather information using a tape recorder.

Guidelines and Recommendations

Jose Cuizon Alonzo

The main focus of the study was to develop functional guidelines towards establishing the CLSU Extension organization to achieve its social change agent role. Recommendations for developing the CLSU Extension functions came as a result of this investigation. The major guidelines developed were:

1. Programs of formal instruction in Extension education should be designed with the use of an inter-disciplinary approach. The goal of pre-service training should make available a continuous supply of qualified and competent professional Extension workers to meet the increasing needs of agencies doing rural development.

2. The CLSU policy makers, faculty and staff members should acquire a deeper insight and a better understanding of the role of the CLSU Extension organization. CLSU Extension leaders should assume leadership to plan and conduct orientation sessions for the University workers. Institutional commitment must be made clear.

3. The CLSU Extension leaders should assume the leadership role to organize in-service training programs for the Agricultural Productivity Commission personnel, including workers from other agencies doing rural development work. Using inter-systems approach would most likely lead to improved coordination and communications between the systems involved.

4. Research programs should provide the needed support to the Extension function. Research efforts should seek solutions to the problems of the farmers, homemakers and rural youth.

5. Planning is a primary requisite to the CLSU Extension administrative functions of organizing, coordinating, communicating, staffing, financing and controlling. The CLSU Extension leaders should formulate extension plans, policies and procedures; implement programs; and employ accepted controls for efficiency.

6. The CLSU Extension leaders should assume the leadership to developing a formal extension organization showing clearly the different components and their relationship with the Central Administration, lines of authority, and channels of communication.

7. The CLSU Extension leaders should assume the leadership role to recruit, train and place workers with the ability to efficiently implement the functions of administration.

8. Extension education programs become more effective when all units of the CLSU and outside agencies follow a coordinated approach to help people attain self-fulfillment. The CLSU Extension leaders should assume the leadership role in effecting sound coordination and communication channels.

9. A salient part of the process of administration is its financial structure. The CLSU Extension leaders should assume the leadership role to keep its financial administration to the best standards possible. Concerted efforts should be directed in continuously searching for additional sources of funds.

10. Controls should be exercised continuously by the CLSU Extension leaders over the different functions of administration. The Extension leaders should periodically modify and adjust to the current conditions affecting the CLSU Extension organization through proper actions spanning the different functions of administration from planning to controlling.

16. ALVAREZ, Anicia Abrera (Ph. D.). "The Effects of Cognitive Process Instruction on the Achievement, Attitudes and Cognitive Development of Freshman Biology Students." Purdue University, 1980. 244 pp. Source: DAI, XLII, 1A (July, 1981), 67-A. XUM Order No. 8113641.

Teachers designing an instructional strategy should concern themselves not only with providing materials that increase achievement and develop positive attitudes toward the subject area, but also with providing experiences that promote the cognitive developmental levels of their students. These objectives were the primary concerns of this research. A secondary purpose was to determine the relationship between biology achievement and performance levels of freshman biology students on five Piagetian tasks.

The subjects for the study were students enrolled in a required biology course at Western Mindanao State University, Zamboanga, Philippines, during the academic year 1979-1980. Freshmam students were randomly assigned to one of ten biology sections upon enrollment. From this population, two sections were randomly selected and clinically interviewed by the researcher using five Piagetian tasks. Cognitive levels were determined based upon the student's performance on each of the tasks. Previous knowledge in biology was assessed by a pretest, developed by the University of the Philippines Science Education Center. The subjects in the two sections were equivalent in terms of their knowledge in biology content and their cognitive level. Treatment was randomly assigned to the two sections. One treatment was a new form of instruction, the cognitive process approach; the second treatment involved a traditional format, the lecture-laboratory approach.

A randomized posttest only, control group design was used to test the effects of cognitive process instruction on biology achievement and student attitudes; and a randomized pretest-posttest, control group design was used to test the development of cognitive levels. Two separate comprehensive posttests measured biology achievement and a biology attitude instrument measured attitudes toward biology and biology insturction. Five Piagetian tasks (conservation of weight; conservation of volume using clay; conservation of volume using metal cylinders; separation of variables in the bending rods; equilibrium in the balance beam) measured cognitive levels. The treatment period was for one semester (16 weeks) and both treatment groups were taught by the researcher. The study was replicated with a different group of freshman students during the second semester.

For both semesters the t-statistic was used to test the hypotheses of no significant difference in scores obtained in biology achievement, in student attitudes, and in cognitive level between the two treatment groups. Pearson product-moment correlation coefficients were calculated to determine the relationship beween biology achievement and performance on the Piagetian tasks. Other descriptive statistics and a two-way ANOVA were computed to provide an overview of the data gathered.

The major conclusions of the study were the following:

1. The biology achievements and attitudes of students increased significantly during one semester after exposure to cognitive process instruction. The increase in achievement was attributed to the instructional method, while the development of positive attitudes was attributed to the interaction of the teaching method, instructor, and the students.

2. A significant correlation was found between Piagetian posttest task scores and biology comprehensive examination scores.

3. When correlations between Piagetian posttest task scores and biology comprehensive examination scores were calculated, there was no different in the values of those correlations for the experimental and control groups.

4. When pretest and posttest scores on five Piagetian tasks were compared, there was no significant difference in the mean gain of concrete students in the experimental group and concrete students in the control group.

17. AMBROSIO, Adoracion Dancel (Ed. D.). "An Inquiry into Teachers' and Administrators' Opinions and Priorities Regarding Educational Research and Development in the Philippine Setting." Columbia University Teachers College, 1979. 246 pp. Source: DAI, XL, 9A (March, 1980), 4867-A-4868-A. XUM Order No. 8006785.

The present study is an inquiry into:

1. The priorities of public secondary school teachers and administrators in the Philippines regarding specific problem areas and fields of education in planning research and development (R&D).

2. The opinions which these teachers and administrators hold regarding the importance of involvement in educa-

tional R&D to them and to their schools.

3. The extent of the involvement and interest of these teachers and administrators in educational R&D.

4. The possible relationship between the characteristics relevant to educational background and experience in public school service of these teachers and administrators and their involvement in educational R&D.

5. The commonalities and differences between teachers and administrators in regard to their opinions and priorities and the extent of their involvement in educational R&D.

A survey questionnaire-interview technique was used to collect data for the present study. The actual survey was undertaken during the months of August and September, 1977, among a sample of 246 teachers and 49 administrators selected from one provincial and nine municipal high schools in the Division of Rizal Province in the Philippine setting. The research instrument used was an adaptation of the questionnaire used in the project of the National Foundation of Educational Research in England and Wales.

This study revealed that teachers and school administrators, as anticipated, have formed their opinions regarding the importance of educational R&D. These opinions were found to be favorable. Both groups considered R&D important and relevant to their needs and to the needs of their schools. It was also found that teachers and school administrators have specific interests and concerns regarding problems in education for planning R&D. In general, teachers were found to have agreed with administrators regarding problem areas and fields of education for R&D which were associated with educational practices introduced from the Ministry of Education and Culture. They were found to differ in their priorities regarding problem areas associated with classroom practices.

The study also revealed that both teachers and administrators were moderately involved in R&D. The majority were involved in curriculum development and in the tryout of the by-products of research. Those who have never been involved in R&D pointed to factors in the school environment rather than to their own personal characteristics as the cause for their non-involvement.

A consistent, significant relationship was found between the variable, in-service training, and involvement in all types of R&D, namely: curriculum development, other research and development, and tryout of the by-products of research. The findings of the chi-square analysis on the relationship between other background variables and R&D involvement were not consistent, indicating the need for further data analysis and interpretation.

The findings from the interview and the written-in comments of the respondents revealed that the teachers and administrators have some knowledge of the problems in education arising from the school system. The problem areas which they suggested in addition to those provided in the questionnaire revealed personal interests and concerns. Overall, the response of the teachers and administrators to the survey questionnaire-interview technique was satisfactory. This study has demonstrated the viability of the instrument developed and used to tap the opinions, priorities, interest and the extent of R&D involvement of school practitioners as feedback to policy makers, planners, and researchers. It has also demonstrated the value of getting feedback from the end-users of a product. In this case, the product is research and development results and the feedback are the opinions and priorities of the end-user, the teachers and administrators.

18. AMORES, Irene Diego (Ph. D.). "A National Library for Science and Technology in the Philippines: Prolegomena to Cooperation and Coordination." University of Pittsburgh, 1978. 165 pp. Source: DAI, XXXIX, 7A (January, 1979), 3894-A-3895-A. XUM Order No. 7816840.

A major reason for the increasing concern about cooperation and coordination among scientific and technical libraries is the problem of the information explosion. Coordination among scientific and technical libraries has become a necessity for the following reasons:

1. Impossibility of any one institution to encompass the full range of library resources and services in the fields of the basic and applied sciences.

2. Low level of library financial support that makes it most difficult for individual libraries to provide service based solely on their own collections.

3. The interdisciplinary relationship between the various sciences and technologies provides a strong rationale for coordinated resources and services in all related subjects and for all of the varied communities of users.

4. In both academic and industrial research the base of scientific and technical information is international which requires holdings of foreign publications much too extensive and expensive to be duplicated in a number of libraries in many countries.

At present, there is a growing recognition among governments that information is a source of national wealth. The most effective way therefore, to increase the potential of this very important national resource to make a distinct impact on social and economic development is through cooperation and coordination of services among libraries.

Results of a questionnaire survey of Philippine scientific and technical libraries showed:

1. Loosely-organized cooperative activities which give rise to inadequate bibliographical control of existing literature in the country, unnecessary duplication of materials, and uneven development of collections.

2. Absence of accepted standards and procedures for technical processes.

3. Lack of a national system of science libraries and their services which would ensure greater accessibility of the country's resources in publication and documentation to research workers.

Based on the assumption that a single entity, a system, to which the libraries would contribute in their areas of competency, is necessary to maximize access to scientific information, this study has devised a plan for a national system of science libraries to improve the availability of scientific and technical information in the Philippines. The plan, detailing the way in which science libraries might work together, to provide an improved, effective, and efficient scientific library information service is based upon the data compiled from the questionnaires, an examination of the published and unpublished materials on scientific libraries, and the investigator's previous experience and knowledge on Philippine libraries.

Each country has its own approach to solving its scientific and technical information problems. Solutions depend upon the local needs and conditions and the Philippines is no exception. Developing a national scientific library system involves a gargantuan task of struggling with an inadequate infrastructure and meeting the indigenous scientific and technical information problems besetting the Philippine scientific community.

The plan fosters a centralized-decentralized approach to service by bringing together into the system the resources of the scientific and technical libraries in the Philippines. Organizational aspects such as program goals, legal basis and operational objectives are also embodied in the plan.

19. ANG, Ma. Milda L. (Ph. D.). "A Study of Philippine Higher Education and Its Developmental Role." Boston College, 1971. 154 pp. Source: DAI, XXXII, 6A (December, 1971), 3046-A. XUM Order No. 72-692.

The central purpose of the study is to help make more meaningful the link between higher education and Philippine development. The study is mainly an examination and evaluation of the nature of Philippine higher education and its effects on individual and national development. Published literature, educational legislation and related documents, and statistics on Philippine economy and education constitute the bulk of materials and sources of information for the study.

The study comprises six chapters. The first chapter explains the background of the study, including the specific purposes and limitations of the study. Chapter II presents a comprehensive view of Philippine development; the discussions encompass historical and cultural influences, demographic features, economic activities, and employment trends. This chapter shows that the Philippines is a developing country, not only economically but also politically and culturally.

Chapters III and IV center on an analysis of the prevailing system of higher education in the Philippines. The discussions include the following aspects of an educational system: organizational patterns, statutory requirements, range and distribution of faculties, general academic procedures, and statistics on students and graduates. Considering that more than 80% of the Philippine schools offering collegiate instruction are in the hands of the private education sector and that more than 95% of the country's college students are enrolled in these schools, both chapters contain detailed investigation of the conditions and practices affecting the operation of private colleges and universities in the Philippines.

Overall, the findings of the study indicate a critical disparity between educational output and the needs of national development. Two factors appear to have aggravated this disparity; namely, the indiscriminate expansion of educational opportunities, and the predominantly nontechnological nature of the private education offerings.

Chapter V proposes guidelines aimed at minimizing the conditions tending to the dysfunction of Philippine higher education. These proposals essentially involve the curtailment of the indiscriminate expansion of institutions and enrollments, the integration of educational efforts with development needs and goals, and the re-structuring of academic policies and practices relating to private colleges and universities. Chapter VI gives a summary of the findings and recommendations of the study.

20. APPLETON, Ann Leslie (Ph. D.). "Citizenship Education and Political Socialization of Filipino School Children in

Ann Leslie Appleton

a Provincial Setting." University of Texas at Austin, 1975. 164 pp. Source: DAI, XXXVI, 10A (April, 1976), 6590-A. XUM Order No. 76-7993.

An examination of the effectiveness of citizenship education at the elementary school level in one province of the Republic of the Philippines was the focus of this study. Effectiveness of the curriculum has been used in other nations as a means to evaluate the role of the school as an agent of political socialization. The study was an exploratory one, since no research in political socialization using children as subjects has previously been done in the Philippines.

Data for this study was collected in Dumaguete City, located in the central Philippines, in February, 1973. The subjects were 300 pupils in grades two, four and six--a representative proportionate sample of children enrolled in the city's public and private schools. The instrument used to collect the data consisted of 36 multiple choice questions based on the stated national curricular goals for citizenship education. The items in the questionnaire were primarily concerned with factual information, values and attitudes.

The results of this study indicate that the effect of the citizenship education curriculum has not been extensive. The curriculum was designed to foster positive values and attitudes towards democracy and the Philippine culture; nevertheless, pupils in this sample held more of the expected attitudes in the early grades than they did by the sixth grade. In the area of factual information the citizenship education curriculum has achieved limited success.

Results of this study showed that one half of the curricular goals based on factual information were achieved by the expected grade level in the elementary years. Of the items based on values and attitudes, 90% were accepted by the second grade sample; yet only 60% were still accepted by the sixth grade sample. This finding reveals little impact of the curriculum in the development of political values and attitudes, a conclusion which parallels results of studies with elementary school children in the United States.

Consideration of independent variables showed that the sex of pupils was not a significant factor in differences within given grade levels. The type of school as a variable showed some differences, but with no ascertainable pattern. The largest number of differences within groups were discovered when the subjects were divided according to achievement level, but again no obvious pattern emerged.

The results of this study were interpreted to indicate that the Filipino child in provincial areas develops positive attitudes at home, prior to school entry, and that these attitudes become eroded as the child grows older. Further studies are needed to determine the sources of these attitudes and how they change throughout the life cycle.

21. AQUINO, Conrado P. (Ph. D.). "Conflicting Concepts of Man and Philosophies of Education in Relation to the Philippines." Georgetown University, 1950. 318 pp. Source: CDI (1861-1972), XXXIII, p. 129; and Dissertation.

TABLE OF CONTENTS

Page

PREFACE ii

PART I: CONFLICTING CONCEPTS OF MAN AND PHILOSOPHIES OF EDUCATION

Chapter

I. INTRODUCTORY NOTES ON THE PHILOSOPHY OF EDUCATION 1

II. NATURALISTIC HUMANISM 11

III. THEISTIC AND SUPERNATURALIZED HUMANISM. 55

PART II: THE PROBLEM OF PERSONALITY-INTEGRATION

Chapter
I. EDUCATION AND THE SATISFACTION OF UNIVERSAL HUMAN NEEDS 71

II. THE CURRICULUM AND PERSONALITY-INTEGRATION 97

PART III. CHRISTIAN HUMANISM AND PHILIPPINE EDUCATION DURING THE SPANISH REGIME

Chapter
I. THE AIMS AND OBJECTS OF SPANISH EDUCATION 115

II. THE REALIZATIONS AT THE VARIOUS LEVELS. 125

A. Elementary Education
B. The Normal Schools
C. Secondary Education
D. University Education
E. Vocational and Technical Education

Chapter
III. THE LIMITATIONS: THE UNSOLVED PROBLEM OF THE EDUCATION OF THE MASSES 162

PART IV: THE CONFLICTING CONCEPTS OF HUMANISM AND PHILIPPINE EDUCATION DURING THE AMERICAN OCCUPATION, 1898-1940

Chapter
I. THE SETTING-UP OF A PUBLIC UNIVERSAL EDUCATIONAL SYSTEM 174

A. Its General Aims and Objectives
B. The Organization of Elementary Education
C. Secondary Education
D. Vocational Education
E. University Education

II. THE PROBLEM OF RELIGIOUS INSTRUCTION AT THE PRIMARY AND SECONDARY LEVELS . . 220

III. THE CONTINUATION OF PRIVATE EDUCATION . 231

Conrado P. Aquino

A. Types of Private Schools and Their Respective Aims
B. Governmental Control and Supervision

CONCLUSION: THE SOLUTION OF THE CONFLICT 239

APPENDIX 256

BIBLIOGRAPHY 308

22. ARCE, Wilfredo Florenda (Ph. D.). "Leadership in a Muslim-Christian Community in the Philippines." Cornell University, 1968. 227 pp. Source: DAI, XXIX, 11B (May, 1969), 4002-B-4003-B. XUM Order No. 69-7275.

This study is based on empirical data collected in 1961-62 in Jolo, a community in southern Philippines. The population of over 33,000 is about 70 per cent Muslim and 22 per cent Christian; this distribution is a reversal of the national figures which place the Muslim population at 5 per cent. The general problem was to determine to what extent leadership in the community reflected unity or disunity between the two historically antagonistic ethnic-religious groups. The specific research objectives were:

1. To delineate a representative group of leaders in the community.

2. To identify some of the determining characteristics of these leaders.

3. To describe the leaders' performance as leaders.

A variant of the reputational technique, participant observation, and intensive interviewing of leaders and key informants were employed in the collection of data.

It was found that high generalized influence was derived mainly from occupancy of at least one key role in the community's social institutions. Leadership, or the exercise of influence, on the other hand, is perceived by raters primarily in terms of political prominence. Political prominence means the ability to transform influence into votes either for oneself or for another candidate, or otherwise prevent others from obtaining these votes, in a given election of government officials.

Thus, individuals who were elective officials, or who had figured prominently in recent election battles, consistently ranked high as leaders. From a broader viewpoint, the government, as a social unit, is a significantly richer source of power and material benefits than all other units combined. The distribution, allocation, and disposition of these government resources are controlled to a great extent by elective officials and their allies.

How a leader's political prominence increases or decreases depends on how skillfully he manages his activities according to principles that are summarized in two social models. The first is the alliance system--an amorphous, highly personalized, and multifunctional mutual dependency group. By this model the individual who occupies a key role in an important social institution can build up a significant number of allies and dependent-like individuals. The second social model is the faction composed of leader and follower whose activities are directed toward obtaining primarily political goals and blocking others from obtaining theirs. The leader's job is mainly to manage the flow of patronage to his followers and the flow of support from the latter to him and/or his allies.

Alliance systems and factions may be single units or amalgamations of single units. This situation is reflected in the leadership structure as constituted by the representative group of leaders. The structure consists of discrete blocks of leaders and independent individuals who are seen as top levels and apexes of different alliance systems and factions.

Studies of factionalism have treated its functions and dysfunctions for the social system. While the disruptive effect is evident in Jolo, there are positive aspects nevertheless. Factionalism has allowed leaders educated in modern schools to compete successfully for positions that tradition would have made ascriptive. Membership in factions cuts across traditional religious ethnic lines; hence it provides a learning experience, at the personal level, for traditional antagonists to work together. Finally, by participating in factional politics the predominantly Muslim Joloanos participate in the nation's formal electoral process; they thus indicate their interest in being part of the national body politic.

23. ARONG, Jose Roberto Tunacao (Ph. D.). "Schooled in Conflict: The Impact of Education and Culture on Ethno-Religious Conflict in Southern Philippines." Stanford University, 1976. 266 pp. Source: DAI, XXXVII, 2A (August, 1976), 1251-A. XUM Order No. 76-18,744.

This is a study of the schools in a small town called Jolo, in the province of Sulu in southern Philippines. The study makes use of a social-psychological approach in trying to understand the impact of education and culture upon the attitudes, values and belief systems of students in a society that has been characterized by social and religious conflict. The study is based on theories about the influence of the larger community in shaping the specific characteristics of schools. Thus schools are viewed as being embedded in society and as forming an integral part of its culture. It is the community which creates schools and gives meaning to what it is and what it does.

An 80-item survey instrument was used for the study. The first part included questions on the social and economic background of the students. The second part consisted of 60 Likert-type items. From these attitudinal indicators for inter-ethnic trust, self-esteem, political efficacy, rural/urban orientation and perceptions of schools were constructed. The survey instrument was administered to a sample of 1,114 students in fourth year high school and first year college from all of the 4 educational institutions in Jolo. The students belonged to three ethno-religious groups: Moslem Suluanos, Chinese, and Christian northerners. The educational institution could be characterized as "school systems" in the sense that they offer the whole range of grade levels from primary to tertiary education. These school systems had similar western-type educational curricula but were socially defined differently in relation to their ethno-religious orientation: Catholic schools, Chinese schools, Moslem schools and government schools. A series of analyses of variance were computed on all of the attitudinal indicators to test the significance of intergroup differences among the students of these schools controlling for background characteristics.

The results of the statistical tests revealed significantly large attitudinal differences that are patterned according to the degree that the schools are socially perceived as being more oriented towards Suluano culture. This pattern of variations persisted even when the computations were repeated using the subsample of Suluano students who attend the different schools. The pattern of variations also persisted even among socioeconomic subgroups of the Suluano students. Thus it appears that the pattern of attitudinal differences among the students is related to school type independently of ethnic and socioeconomic backgrounds.

Subgroups of college freshmen who had transferred from another school system were separately studied. Significantly large attitudinal differences were also found among them, differences whose patterns are quite similar to those described above. Interestingly enough, the attitudes of these groups of transferees do not generally differ from those other college freshmen who had been with the school system throughout their high school years. Thus in the case of tertiary education at least, it appears that the impact of schools on the attitudinal characteristics of students is mostly one of reinforcing existing values and belief systems.

24. ARQUIZA, Lino Quizon (Ed. D.). "A Testing Instrument for Predicting Freshman College Success at a Philippine University." Stanford University, 1963. 143 pp.
Source: DAI, XXIV, 3 (September, 1963), 1069-1070.
XUM Order No. 63-6405.

This study was concerned with the construction of a testing instrument for predicting freshman college success at a Philippine university. The problem was to identify high school graduates who can succeed in college.

High school and college subject-matter specialists were selected to construct test items for English, mathematics, and social studies. They were selected on the basis of experience, academic background, ability, knowledge of subject, and cooperation.

Analyses of high school courses of study, textbooks, syllabi, workbooks, and reference books were conducted prior to item construction. A statement of specific objectives for English, mathematics, and social studies was drawn up. To achieve content validity weights were assigned to each unit according to importance. A pool of test items, based on the specific objectives, was constructed. This pool of test items was administered to trial samples of graduating high school seniors. These items were then analyzed and revised on the basis of level of difficulty and power of discrimination.

Criteria for item selection were established. They specified that each specific objective was to be represented by one or more test items having high positive correlation between the item and the total test score and having a middle range of difficulty. The lowest discriminating level for acceptable items was placed at an r of .20 if there was only one item for an objective; otherwise, the highest r was to be preferred if there were more than two test items. The difficulty index was determined and a range of 15 to 92 percent was set as a limit for selection; however, difficulty indices of 40 to 50 percent were given priority. Items meeting criteria for selection were retained and those not meeting the criteria were eliminated from the final test form. There were seventy items for English, forty items for mathematics, and seventy-five for social studies.

Final test battery was administered to 474 students seeking entrance to the freshman college program at Silliman University, and all applicants were admitted. Test scores of each student were then correlated with freshman academic achievement.

The study revealed that there was high relationship between predictor and criterion variables. The following table shows intercorrelations between predictor and criterion variables for 474 freshman male and female students.

Predictor Variables	Criteria: Freshman Grades at Silliman Univ. in				
	English	Math.	Social Science	1st Sem.	2nd Sem.
High School Grades	.66	.64	.62	.71	.70
English Sub-test	.77	.59	.70	.78	.77
Mathematics Sub-test	.55	.74	.49	.63	.60
Social Studies Sub-test	.59	.49	.62	.64	.64

The English test had highest zero order correlations with all criterion variables. High school grade average was generally the second highest predictor. Mathematics test was best predictor of mathematics grades.

Intercorrelations of the same nine variables were computed separately for 263 female and 211 male cases. Results are consistent with findings from other studies showing in general that females are more predictable than males.

Multiple regression equations were computed for each criterion. Multiple R's ranged from .75 to .84.

The test battery is to be used as one factor for selective admission at Silliman University. Cut off points will be flexible to enable the test user to investigate other factors such as high school grades, motives, drives, interests, and personality, before making final judgments as to the admission or rejection of an applicant.

25. ARTHUR, Joseph (D. Miss.). "The Sleeping Giant: A Strategy for a Student Program of Evangelism and Church Planting in the Philippines." Fuller Theological Seminary, 1974. 434 pp. Source: CDI (1974), IV, p. 770.

26. ASHRAF, Khalid (Ph. D.). "Agricultural Modernization in the Southern Philippines: A Study of Causal Interaction Among Economic, Social-Psychological and Communication Determinants." Cornell University, 1972. 173 pp. Source: DAI, XXXIII, 7A (January, 1973), 3784-A-3785-A. XUM Order No. 73-336.

The broad objective of the study was to investigate the causal interaction among economic, social-psychological and communication determinants of agricultural modernization-operationally defined as farm practice adoption. This was achieved by:

1. Identifying the significant correlates of adoption.
2. Formulating an integrated, theoretical model of their interaction.
3. Validating this model with empirical evidence collected from a stratified random sample of 153 Filipino farmers.

In an extensive review of literature, it was demonstrated that, by and large, social scientists sought explanations of economic development within the confines of their own disciplines and ignored the relevant knowledge in neighboring fields of scholarship. Economists seldom ventured outside their land-labor-capital obsession. Sociologists and social-psychologists, on the other hand, tried to account for modernization in terms of man's internal state, his personality, his communication and other overt behavior.

The integrated model of agricultural modernization proposed in this research states that economic variables set the absolute limits to the adoption of new farm practices directly by controlling the factors of production and indirectly by setting into motion a train of causal interaction among non-economic variables. Education is the pivotal variable which, determined by the farmer's economic status, induces in him a rational and relatively modern outlook which, in turn, makes him more susceptible to the exposure and influence of various communication channels. His communication behavior not only exposes him to better farming ideas but also reinforces his modern orientation. His knowledge of farm practices generally results in their adoption subject to the limitations imposed by his economic resources.

The postulated model was empirically validated with the help of path analysis. The actual statistical procedure included selection of 27 independent variables showing strong zero-order correlation with adoption, out of a total of 44 independent variables on which data were available. These selected 27 variables together explained 71 percent of the variance. When subjected to the stepwise multiple regression analysis, only four of them--farm practice awareness, farm operation size, intensity of land use and indebtedness retained their significant correlation with adoption; the other 23 partialled out indicating that their role, if any, in predicting adoption was indirect. The four significant independent variables accounted for 87 percent of the explained variance. Path analysis brought out the indirect role of some of the partialled out variables: education, rational orientation, formal participation, interpersonal contact, change agency contact and publications promoting change. These variables are, directly or indirectly, determined by the economic factors and exert their quite substantial causal impact on the farmer's adoption behavior through the main intervening variable, farm practice awareness.

The analysis clearly demonstrates the superiority of an integrated approach to the study of modernization. It also shows the feasibility of using path analysis to bring out causal relationships in the adoption process and to identify with precision the areas in which policy action is indicated.

27. ASUZANO, Leticia M. (Ph. D.). "Motivation To Achieve In Filipino Kindergarten Children." Fordham University, 1971. 134 pp. Source: DAI, XXXII, 4A (October, 1971), 1910-A. XUM Order No. 71-27,006.

This study was designed to determine the effectiveness of Gumpgookies for Filipino kindergarten children and to investigate the relationships between variables found in the home and family setting and motivation to achieve.

From a kindergarten population of 302, representing enrollment in four public and private schools in a southern city in the Philippines, 250 children were selected for the study with age as the criterion for selection. Parents of these children were included to provide data on home and family variables. Although low income families were represented in this sample, the majority of the subjects came from middle and high income level families.

The materials consisted of Gumpgookies, a measure of motivation to achieve in school, a parent questionnaire designed to elicit data on the variables, the Rotter Internal-External Scale, and the Teacher School-Motivated Behavior Rating Scale designed to identify high and low school motivated children.

Preliminary to the actual testing of the subjects, Gumpgookies was translated into the vernacular Chabacano. The translated Gumpgookies was administered individually by four women college graduates who were trained to administer the test. Data regarding children's sex, previous school experience, and class achievement grade were also collected. Information regarding the selected variables was obtained from the parent's responses to the questionnaires. The measure of mother's generalized expectancy for internal versus external control of reinforcement was obtained by means of the Rotter Scale. In addition, contrasting groups with reference to school-motivated behavior, previous school experience and sex were identified prior to statistical analysis.

Statistical procedures included item analysis and factor analysis to determine the effectiveness of Gumpgookies. The *t* tests were used to determine the significance of the differences for the contrasting groups: high and low school-motivated children, those with and without previous school experience, and sex. The measure of relationship between the variables selected and Gumpgookies was obtained by means of the Pearson product-moment correlation. Finally, multiple correlation techniques were used to determine the relative contribution of the variables to the predicted variance of Gumpgookies scores.

The analysis of data showed that children's responses to Gumpgookies were supportive of the theoretical and empirical constructs on which the instrument was developed. The mean score difference between high and low school-motivated children was found to be significant ($p<.01$), as was the mean score difference between those with and without previous school experience ($p<.01$). There was no significant difference between mean scores of boys and girls, indicating no relationship between sex and motivation to achieve. However, motivation to achieve was found to be positively but slightly correlated with class achievement ($r=.22$, $p<.05$) and age ($r=.34$, $p<.01$). No significant correlations were found between the home and family variables with motivation to achieve.

Results indicate a promising possibility for the effective use of Gumpgookies for identifying motivation to achieve in Filipino children and warrant further study on the effectiveness of Gumpgookies for children of other cultures, as well as further investigation of antecedent factors associated with the presence of motivation to achieve.

28. ATABUG, Alejandra C. (Ph. D.). "Rationale and Design for an Interdisciplinary Music and Visual Arts Course in Philippine Liberal Arts Colleges." University of Michigan, 1971. 200 pp. Source: DAI, XXXII, 11A (May, 1972), 6472-A. XUM Order No. 72-14,793.

Alejandra C. Atabug

This study is concerned with the formulation of a viable rationale for an interdisciplinary music and visual arts course in Philippine liberal arts colleges. Contemporary conditions brought about by the technological, economic, and social advances of this century have made instruction in the humanities more imperative than ever before. Moreover, present-day concern for the development of national identity and cultural unity in the Philippines lends added significance to the study of the country's musical and cultural heritage.

The dissertation consists of two primary sections. The first (Chapters I-IV) establishes a rationale for the proposed course design. Situational factors which have some bearing upon existing educational conditions and patterns in Philippine liberal arts colleges are reviewed in the first two chapters. A study of the evolution of Philippine education and culture and A. B. and B. S. curricula of selected liberal arts colleges was pursued to provide historical and contemporary information. The curriculum survey included sixteen colleges and universities which were chosen on the basis of geographic location and approximate school population. School catalogues and bulletins of information were examined for description and distribution of courses. Chapter III presents a discussion of the meaning and role of the humanities in general education. Philosophical tenets, representing a synthesis of the conclusions drawn from the three preceding chapters and the researcher's own views about music and art in general education, are given in Chapter IV.

The second primary section (Chapters V and VI) deals with the formulation of the course design. The course is proposed as a required two-semester subject (three units per sixteen-week semester) in the area of general education. It is, in essence, an introduction to and a survey of Eastern and Western music and art. Its main purpose is to equip the student with the conceptual tools necessary for aesthetic appreciation of these arts and the development of critical facility.

The course consists of four large units:

Humanities I

Unit I: The Elements of Music and the Visual Arts

Unit 2: Media of Music and the Visual Arts

Humanities II

Unit 1: Organization and Design in Music and the Visual Arts

Unit 2: Style

The conceptual approach to teaching and learning underlies the organization, content, and methodology of the course. The four topic headings which identify the general areas of knowledge to be covered in each unit are broken down into sub-topics and conceptual statements which serve as a basis for the choice of materials and learning activities. Central to the rationale of the course is the fact that, whenever possible, illustrative materials are drawn from Philippine sources. The statements of concepts are not facts of knowledge to be memorized. They are simply guides to the types of experiences which eventuate in learning and in the formation of generalizations.

A listing of materials for study includes works of art and music which illustrate the concepts to be presented. Suggested activities list ways of bringing the student in contact with particular referents and of clarifying and developing concepts. A few suggestions for evaluation of student performance in the course are likewise given.

29. ATIENZA, Marie Fe Gonzales (Ph. D.). "A Study of Practices in Home Economics Teacher Education in Selected Colleges and Universities in the United States with Implications for the Home Economics Teacher Education Program in the Philippine Women's University, Manila." Michigan State University, 1959. 320 pp.

Source: DAI, XX, 5 (November, 1959), 1683-1684.

XUM Order No. Mic 59-2630.

Marie Fe Gonzales Atienza

The purpose of this study was to examine practices in home economics teacher education in six selected colleges and universities of the United States and to formulate their implications for the home economics teacher education program of the Philippine Women's University, Manila. Three phases were considered:

1. The organization and administration of the home economics program.

2. The practices followed in assisting families in meeting their needs.

3. Approaches related to developing understanding of current educational practices.

The study was in two women's colleges in the South, and in three state colleges. and one land-grant university in Michigan. Sixty-one persons were interviewed. They included a dean, a chairman, and three heads of college, school, division, or department of home economics; heads or persons-in-charge of home economics education; supervising teachers, college supervisors, itinerant teacher trainers, counselors, advisors; an assistant dean of a college of home economics; an assistant dean of a college of education; registrar; teachers of subject matter areas for foods and nutrition; home management, child development, family relations, color and design, housing, home furnishing and equipment, home economics education, health, school and society, early childhood education; a nursery school director; home management house residence director; and heads of departments of education and teacher education.

Information about needs of the Filipino families were obtained through a questionnaire sent to three hundred and twenty mothers in the Philippines, and about current educational practices through a questionnaire sent to one hundred and sixty-nine Filipino educators. From the results of the questionnaire, three interview schedules were evolved. The first interview schedule pertaining to practices in the organization and administration of home economics was used with administrators of home economics. The second interview schedule pertaining to practices in preparing prospective teachers of home economics in assisting families in meeting their needs was used with teachers of subject matter areas in home economics and related fields; while the third, pertaining to helping prospective teachers of home economics to understand current educational practices was used with persons concerned with home economics education and general professional education courses. The data obtained described practices in the organization and administration of home economics, in assisting families in meeting their needs, and in understanding current educational practices.

There were different administrative organizations for home economics and home economics education in the six colleges and universities studied. The home economics program was administered by a dean, chairman, or head of a college, school, division, or department of home economics. The home economics education program was administered by a head or a person in charge of a department or an area in the department of home economics, School of Applied Arts and Sciences, or a section of the department of teacher education.

Thirteen needs of Filipino families which had been identified by Filipino mothers were used in interviewing teachers of subject matter areas in home economics and related fields. The practices they mentioned as most used in assisting families in meeting these needs were: using films; analyzing case studies; performing demonstrations; having self-analysis; inviting resource persons to talk to the class; observing and participating in the activities of the nursery school; discussing readings and findings; discussing problems of the students and their families; having field trips; planning; preparing; and serving meals for different income levels and age levels; and recognizing the values of the contributions of the homemaker.

Ten current educational practices followed in the Philippines were used in interviewing American educators. The approaches which most of them followed in preparing prospective teachers of home economics to understand current educational practices were: visiting schools and communities; discussing as a class; observing and participating in activities of the nursery school and the adult homemaking classes; discussing problems of the student and her family; planning by both teacher and pupil together; committee work; providing a variety of reading materials and teaching techniques; using the teacher as an example of progressive teaching; inviting resource persons to talk to the class; and having much pupil activity.

All the practices and approaches obtained in preparing prospective teachers of home economics were evaluated in terms of their applicability to the situation of the Philippine Women's University. Implications were made for the home economics teacher education program of the University.

This study was intended to be illustrative of the type of research which teacher education institutions might do for the different teaching fields. It would seem that in making curricular plans for preparing prospective teachers of home economics, a great deal of consideration should be given to how they can assist families in meeting their needs. They should also be thoroughly conversant with and understand current educational practices.

30. ATKINS, Abigail (Ed. D.). "The Applicability of the System of Multicultural Pluralistic Assessment to Eight and Ten Year Old Filipinos." University of San Francisco, 1981. 131 pp. Source: DAI, XLII, 8A (February, 1982), 3505-A. XUM Order No. 8129911.

The System of Multicultural Pluralistic Assessment (SOMPA) was developed to take into account cultural factors in the intellectual assessment of elementary school students (Mercer, 1978). Since the SOMPA was normed in California only for Hispanic, Black, and White populations, the purpose of the current study was to explore whether these norms were applicable to Filipino school children.

A sample of 60 Filipino students divided equally at age 8 and 10 by sex were randomly selected from public and parochial schools in San Francisco. The subjects were administered the WISC-R, Bender Visual Motor Gestalt Test, and the Physical Dexterity Tasks. Parents of the subjects were administered the SOMPA Sociocultural Scales, Health and Developmental History and Adaptive Behavior Inventory for Children. In addition, Language Assessment Scale scores were obtained for 33 of the subjects. Using t-tests, the Filipino sample was compared with the Hispanic, Black, and White SOMPA samples on seven variables: Verbal IQ, Performance IQ, Full Scale IQ, Family Size, Family Structure, Socioeconomic Status, and Urban Acculturation.

The findings were as follows:

1. The Filipino sample was found to be significantly different from the Hispanic sample on all variables except Family Size.

2. The Filipino sample was found to be significantly different from the Black sample on Performance IQ, Full Scale IQ, Family Structure, and Socioeconomic Status.

3. The Filipino sample was found to be significantly different from the White sample on all variables except Performance IQ.

Based on the extent of these differences, the study indicates that separate norms for Filipinos need to be established. In the process, it will be necessary to include children between the ages of 5 and 11, the full range of the SOMPA. Since a sample size of 60 was insufficient for valid multiple regressions, a larger sample is recommended. In addition, since the Language Assessment Scale was highly correlated with the WISC-R Verbal IQ score, it is recommended that both instruments be used in assessing the extent to which language is the major factor in the lack of school achievement.

31. AUSHERMAN, Charles Robert (Ph. D.). "Factors Affecting Learning in Programmed Instruction for Continuing Education in the Health Sciences in the Philippines." University of North Carolina, Chapel Hill, 1977. 203 pp. Source: DAI, XXXVIII, 12A (June, 1978), 7078-A. XUM Order No. 7807455.

A sample of 156 health workers in the Philippines--61 doctors, 54 nurses, and 41 midwives--had instruction in the use of the pill and the IUD through three programmed learning modules created by the Population Center Founcation. Prior to instruction, each subject took a pretest on the module. After instruction, subjects took posttests and were interviewed by a specially trained interviewer. Samples came from the Department of Health training program at five regional training centers representing nine of the Philippines Islands' eleven regions. Among the subjects, 109 worked in rural areas and 47 in urban areas.

Data analysis showed that health workers in the sample accepted the modules very well and that the materials increased the learner's knowledge and skills in using the pill and IUD. Locale of practice made no significant differences between subjects who had positive or negative attitudes about birth control in terms of total achievement scores using the modules. (Since only one subject claimed to have a negative attitude about the programmed learning format, it was not possible to analyze the relationship of attitudes on format and total achievement scores.) In using three standardized tests for self-concept, there was no significant relationship between the learner's self-concept and their total learning gain.

The most important finding of this study was no significant difference in total learning gain among doctors, nurses, and midwives. Other findings have implications for health training programs among widely dispersed learners in developing countries in terms of cost effectiveness and program efficiency.

B

32. BACUNGAN, Cleofe M. (Ph. D.). "A College-Preparatory Chemistry Course for Philippine Secondary Schools."

Cleofe M. Bacungan

State University of Iowa, 1963. 227 pp. Source: DAI, XXIV, 11 (May, 1964), 4464-4465. XUM Order No. 64-3348.

The Problem

To determine the principles and generalizations that could form the backbone of a curriculum guide for a college-preparatory chemistry course in Philippine secondary schools.

Procedure

1. A tentative list of 170 principles and generalizations was drawn from studies of a similar nature, recent curriculum studies, and textbooks.

2. This list was submitted to a science education seminar group and to a professional committee on refinement and evaluation.

3. The final list which was made up of eighty-five principles and generalizations was submitted to an American jury made up of twenty chemists, twenty science educators, and twenty high school teachers and a Filipino jury constituted by twenty chemists, twelve science educators, and thirteen chemistry instructors and high school teachers. Ratings were done in three categories: 3, if the principle is essential; 2, if it is appropriate but not essential; and 1, if it is neither essential nor appropriate.

4. The data obtained from the ratings of both American and Filipino juries were analyzed as follows. The eighty-five items of the rating scale were ranked on the basis of the mean of the aggregate of the ratings of each juror from each subgroup of the American jury: chemists, science educators, or high school teachers. These three subgroup rankings were compared. Similar computations and comparison were done for the Filipino jury. Next, the composite rankings for the whole American jury and the whole Filipino jury were taken and compared. Finally an overall ranking was made with the ratings of both American and Filipino juries

weighted equally. Another way of indicating relationships was by means of coefficients of correlation. They will be shown in the results.

Results

1. The American jury responded with a 77 per cent return; the Filipino jury, with a 64 per cent return.

2. The coefficients of correlation are:

	United States Jury	Philippine Jury
Science educators vs chemists	0.731	0.514
Science educators vs high school teachers	0.756	0.599
Chemists vs high school teachers	0.691	0.678

United States jury vs Philippine jury

Chemists	0.519
Science educators	0.385
High school teachers	0.398
Whole jury	0.604

Conclusions

1. Each country has its own essential and appropriate needs as shown by the low coefficients of correlation between the ratings of the corresponding subgroups of the United States jury and the Philippine jury and the generally higher coefficients of correlation among the subgroups in both the United States and the Philippine juries.

2. There are certain principles and generalizations that are identifiable as the most preferred and least pre-

ferred goals of chemistry instruction. The most preferred principles and generalizations have a quantitative slant and incorporate modern theory. The least preferred principles and generalizations are those which are just descriptive and too theoretical to be grasped by high school students.

3. Interpersonal relations have a way of channeling lines of thinking along certain directions. The higher correlation between the ratings of science educators and high school teachers as compared to that of chemists vs high school teachers (American jury results) show this.

Recommendations

1. It is the better part of wisdom for a country to work out its own solutions to curriculum problems. Ready-made solutions do more harm than good because they do not really consider what curriculum revisions are for. Then imitation as a basis of curriculum development now occupies a much reduced role because it doesn't harmonize the curriculum with life needs.

2. Since there are certain principles and generalizations which are identifiable as preferred goals of chemistry instruction the results of the composite judgment of both American and Philippine juries in connection with the whole rating scale could well be the backbone of a curriculum guide for a chemistry course. The curriculum guide has been constructed and the study went even further to suggest a suitable curriculum pattern for teacher training.

3. Closer cooperation between high school teachers and college teachers of chemistry should be promoted in order that each might become aware of the other's problems and that each might help the other in their teaching tasks.

33. BANDIOLA, Benjamin Escaner (Ph. D.). "A Comparative Study of Handwriting of Elementary Pupils in the Public Schools of Manila and Iowa." State University of

Benjamin Escaner Bandiola

Iowa, 1961. 195 pp. Source: DAI, XXII, 5 (November, 1961), 1524-1525. XUM Order No. 61-4017.

The Problem

The main problem of this study was to compare the speed and quality of handwriting of elementary school pupils in grades three, four, five, and six in public schools of Manila and Iowa. Such a study stemmed from a reawakened interest in educational achievements. The challenge of recent scientific and technological advances in other countries has led to an honest and frank reappraisal of school work in the fundamentals. People have become interested in knowing not only children's progress in school but also how these achievements compare with those of children in other countries. Comparative studies tend to arouse interest in the problems of teaching and stimulate further studies that would improve instruction.

The importance of handwriting in the elementary curriculum has long been recognized. It was one of the three R's originally taught in the colonial schools of the United States. In the Philippines it was a part of the curriculum of pre-Spanish schools. When a system of public schools was authorized by Spain in 1863, calligraphy was one of the courses required for teachers of primary grades. Reading and writing in English were among the fundamental subjects given much emphasis in elementary instruction during the American regime. The UNESCO has given fundamental education an essential place and considers it as a starting point in the fight against illiteracy. The ability to write is one aspect of literacy and handwriting as a school subject is universal.

Procedure

Data were obtained from ratings of handwriting specimens of pupils from grades three, four, five, and six in public elementary school of Manila and Iowa. The same subjects provided specimens of handwriting done under usual as well as test conditions. The writer secured 12,144 samples of handwriting, half of which were done under usual conditions and the other half done under test conditions, from eight randomly selected schools in Manila. From 22 Iowa schools, 8,056 handwriting samples were secured.

Half of these were obtained under usual conditions and the remainder under test situation. A systematic sampling technique was used in selecting 3,922 samples from Manila and 4,390 samples from Iowa that were rated for this study.

A jury of three trained raters independently evaluated the handwriting specimens for speed and quality, using Ayres' Measuring Scale for Handwriting, "Gettysburg Edition." The average ratings were the basis for comparison in this study. To determine the reliability of the average ratings of the raters, the intra-class correlation formula recommended by Ebel was used. The indexes of reliability for each of the four grades in each country range from .77 to .93.

Conclusions and Recommendations

Findings obtained from this study seem to indicate that growth in rate and quality of handwriting does not follow the same pattern. The rate of handwriting tends to improve steadily with increase in grade. This pronounced systematic increase from grade to grade was consistently found in the four grades of both groups. Improvement in quality, on the other hand, takes a different course. It increases very rapidly in the third grade, reaching its peak in the fourth grade in Manila and the fifth grade in Iowa, declining in the sixth grade in both instances.

Under the specifications proposed in this study for obtaining handwriting samples, children seem to write with better quality under usual situation. Several good writers showed some decline in quality when they wrote under test conditions.

In both handwriting rate and quality, elementary pupils in grades three, four, five, and six in Manila show a superiority over their Iowa counterparts; each group following their respective customary educational procedures. The handwriting quality means under test conditions in Manila are: grade three, 40.1; grade four, 44.0; grade five, 42.8; and grade six, 40.1. In Iowa the corresponding means for each of the four grades are 28.3, 36.4, 37.9, and 37.8, respectively. The differences of the means in each of the four grades are significant at the .01 level of confidence.

While this study seems to indicate that on the whole, the mean quality of handwriting for grades three, four, five, and six in both Manila and Iowa fall short of attaining Ayres norms for quality in each respective grade, one must look into the adequacy of the norms themselves. The accuracy of these norms, in terms of how realistic they are, needs to be investigated further. This study also indicates a definite need for the maintenance and improvement of handwriting in the elementary grades, especially beyond the fourth grade. A curricular study that would consider how this need might be adequately met seems long overdue.

34. BANTUG, Victoria Palanca (Ph. D.). "Elements of Propagandistic Bias in Philippine History Textbooks Used in Philippine Schools During the American Era and the Era of the Philippine Republic--A Comparative Analysis." New York University, 1976. 249 pp. Source: DAI, XXXVII, 9A (March, 1977), 5999-A. XUM Order No. 77-5287.

The Problem

The problem of the study was to compare the propagandistic biases found in all Philippine history textbooks used in Philippine schools during the American era and the era of the Philippine Republic. To accentuate the differences, a third time period, the transition period, was added. Four specific subproblems were formulated. They were as follows:

1. To determine what textbooks were used, and their extent of use, during each of the time eras.

2. To determine the ratio of factual to interpretive statements found in each textbook.

3. To determine the Point of View used for each factual statement.

4. To determine the Feeling Tone of each interpretive statement.

5. To compare the ratio of factual to interpretive statements; the Point of View of factual statements; and the Feeling Tones of interpretive statements used in textbooks during the three time eras.

The Procedure

The textbooks used during the three time eras were initially identified through the card catalogues of selected libraries. Further listings, and the placements of these textbooks in specific time periods were obtained through persons considered knowledgeable in this area. A panel or jury was further selected to weigh each textbook according to extent of use. In the coding procedure, Statements of Fact were first segregated from Statements of Interpretion; then the Points of View of factual statements and the Feeling Tones of interpretive statements were determined. Their gross number was counted; and percentages and ratio scores for each textbook and the net ratios for each time period were computed.

Another consideration was examined, i.e., using the same categories, textbooks used in different grade levels--elementary, secondary, and college--were likewise compared.

Results of the Analysis

A basic conclusion of the study was that a limited degree of propagandistic biases was present in textbooks used during both time periods, although because of a lower factual/interpretive ratio score, textbooks used during the era of the Philippine Republic were considered as having a relatively greater tendency to inject bias. While textbooks for both eras used a predominantly Philippine Point of View, those used during the American era employed the U. S. Point of View more often than those used during the era of the Philippine Republic.

However, with a Philippine/U. S. Point of View general ratio score of approximately 5:4, it was concluded that American concerns have been over-represented in Philippine history textbooks. Similarly, while the study found almost two statements with Feeling Tones favorable to the Philippines for every statement favorable to the U. S., the United States was still portrayed in a generally favorable light. This was especially true with regards to historical accounts dealing with the first decade of American civil rule where American policies were often described as benevolent and just.

The inter-grade level comparison indicated that the results of the analysis of Point of View and Feeling Tone might have been spurious as they could have been the function of the characteristics of the author rather than the grade level he wrote for. However, findings on the categories employed in factual and interpretive statements seemed to suggest that Philippine history textbooks used in all grade levels in Philippine schools from 1912 to 1972 might not have been maximally effective in catering to the needs of the student because of a lack of fit between the manner of presentation of historical events, on the one hand, and the cognitive state of the child, on the other.

35. BAUTISTA, Josefa (Ed. D.). "A Critical Analysis of the Centralized Public Education System in the Philippines with Emphasis on Secondary Education." Indiana University, 1958. 270 pp. Source: DAI, XIX, 11 (May, 1959), 2819. XUM Order No. Mic 58-5197.

The Philippine education system has been highly centralized since its establishment by the American founder in 1901. This critical analysis was concerned with finding out the reason why the system has remained highly centralized when the original conditions have changed, and suggested possible solutions to problems of centralization because there has been a growing dissatisfaction with the present state of education in the Philippines.

The method used was that of analysis and synthesis. The evaluative criteria were derived from related studies and literature, mainly those in the United States and partly those in the Philippines. For convenience, the studies were organized and reported in order:

1. Books.
2. Periodicals and pamphlets.
3. Doctoral dissertations in the United States.
4. Philippine materials.

Then, for purposes of analysis, they were summarized in the form of principles, which in turn were codified into such broad areas as

1. Fundamental objectives of education.
2. Curriculum and instruction.
3. Organization, administration, and supervision.
4. Finance.

The authors of the related studies reviewed were in substantial agreement on each of the above aspects of public education. For this reason the formulated principles were considered a consensus with the force of evaluative criteria and were used as such in the present study.

Some of the major findings were as follows:

1. The organization and administration is somewhat too elaborate and intricate for efficiency and too stiff for human relations.

2. Supervision is mainly a check on the teachers to see that the prescribed methods are used, the course of study is adhered to, the lesson plans are prepared, the workbooks are used faithfully, and the themes are checked according to specifications.

3. The system is manned by intelligent people with democratic learnings and declarations. They understand and accept modern theories, but it seems that they cannot as yet voluntarily put community before self. There should be in-service education for them as well as for teachers.

4. The objectives and guiding principles of education in the country do not include the development of critical and creative thinking. High centralization must be relaxed in favor of critical and creative thinking.

5. The project on community schools is being carried on commendably but only at the elementary level and in the remote barrios; it has not yet been started in the secondary level. No reason is seen why the project should not be carried to the secondary level. Community schools are important on both levels--the elementary and the secondary. On the elementary level they provide a good start, and on the secondary they continue and keep up the good work. Education is a lifelong process, but it does not go on automatically even with a good start.

6. The trend away from the purely academic toward general education is encouraging; but there is still no work experience provided for third-year and fourth-year college-preparatory students, and there is less academic in the vocational division. There is something against each of the arrangements. The college-preparatory student must know something more than the academic; the vocational-preparatory student, other things being equal, is more likely to succeed in his vocation if he has a liberal education than if he does not. Finance is a very serious problem. The national, provincial, and local governments cannot cope separately with their financial obligations in education. Financing public schools must therefore be a partnership enterprise among them. Likewise, in all other aspects of the Philippine education system, a combination of centralization and decentralization should be adopted.

36. BEEBE, James Roger (Ph. D.). "Resources, Information, and Decision-Making Skills: A Study of Filipino Rice Farmers in a Central Luzon Barrio." Stanford University, 1978. 332 pp. Source: DAI, XXXIX, 9A (March, 1979), 5266-A-5267-A. XUM Order No. 7905817.

This study, based on eleven months of field work in Barrio Gugo, Calumpit, Bulacan, Philippines, during 1976, examines the relationship between resources, information, decision-making skills and agricultural performance. The issues explored in this study reflect debates among both educators and development specialists on whether development hinges more on information and/or the cognitive processes of individuals or on structural constraints and limited resources that make the information and decision-making skills of the individual relatively unimportant.

Both quantitative and qualitative research methods were used throughout the duration of the study. Participant observation was an important source for discovering hypotheses and for moving from general to operationalized propositions. Semistructured interviews were used to collect special topic information, to collect in-depth information on eight respondents, and to clarify data collected by a survey of all farmers in the barrio. The interviews with the eight farmers provided the basis for designing the survey instrument used with all 85 farmers in the barrio.

Farmers share a conceptual model which explains rice production in terms of the interaction of fate with the decisions (and actions) of the individual. Yield per hectare is used as an indicator of agricultural performance. Farmers identify thirty separate items related to resources (fate in the farmers' model) or decisions that are directly relevant to yield. The best eight items produce a multiple regression equation with a multiple R of .70. The four resource variables, soil, land preparation date, rats and irrigation form a multiple regression equation that explains 24 percent of the variance in yield. Adding the four decision variables, fertilizer, the time of application, the source of seeds, and the age of seedling when they are transplanted to the equation increases the variance explained to 45 percent.

An alternative model views yield as a function of resources, information, and decision-making skills. For this model, the block of variables identified as resources is expanded to include economic, labor and size of land variables. Information is measured by responses to eight questions dealing with the technology of rice farming. Decision-making skills are measured using five different instruments modified to meet local conditions and corresponding to different elements that have been identified in the literature as relevant to an individual's acquisition and use of information. These skills are non-verbal reasoning, attitudinal "modernity," problem-solving (process skills), Tagalog reading, and simple arithmetic.

The eight resource variables in a multiple regression equation, explain 32 percent of the variance in yield. Adding information to this equation increases the variance in yield that is explained by the equation by less than two percent. Adding the five decision-making skills variables to the equation increases the percentage of the variance in yield that is explained by 3.7 percent.

Even allowing for tremendous error in measurements, resources account for as much of the variance in yield as the decisions the farmers make and for much more of the variance than information and decision-making skills combined. This study suggests that education cannot be expected to solve the problem of inequality in agricultural performance since much of the problem is beyond the control of the individual farmers. The relative importance of decision-making skills compared to information suggests the need for emphasis on these skills in both formal and non-formal education. In addition to the study's tentative implications for education and development, the study would seem to have implications for research methodology designed to increase understanding of the dynamics involved in the complex problem of rural development.

37. BENITEZ, Jose Conrado Baltazar (Ph. D.). "Educational Institutionalization: The Effects of Elite Recruitment and Incorporation on Diffuse Socialization Outcomes." Stanford University, 1974. 193 pp. Source: DAI, XXXV, 3A (September, 1974), 1347-A-1348-A. XUM Order No. 74-20,172.

The research endeavor consists of a descriptive and explanatory study of how elite recruitment and incorporation into the Philippine Science High School (a specially chartered institution) can be shown to produce diffuse socialization outcomes through a panel study of the selection process into PSHS and through a cross-sectional study of the entire student population in PSHS. Diffuse socialization outcomes are operationalized in terms of self-concepts (a sense of personal competence and a sense of psychological worth) and in terms of "attitudinal modernity." Three major phases in the schooling process are singled out: selection, elite incorporation, and internal socialization through PSHS. Their differential effects are examined through the use of various sample groups in the overall research design.

It is hypothesized that the power of socializing organizations or classes of organizations to transform students depends on the increase in social values and the type of social position which it is chartered by society to confer on them. Schools which can provide entry into social elites have more power or leverage over their students than those which can confer less success. However, the power of the school to confer status is further conditioned by the status the individual possesses. Likewise, the organizational structures of the school which provide opportunities to act out the acquired status also condition the power of the school.

Results

A. Selection

1. Students selected into PSHS tend to come from more favored backgrounds: i.e., they tend to be males, tend to come from higher income groups, tend to have fathers and mothers with higher educational attainments, tend to come from more urban areas (Manila), tend to come from higher quality elementary schools (private schools), and tend to come from more dominant ethnolinguistic background.

2. Students selected into PSHS tend to have more congruent orientations to the PSHS institution (i.e., tend to prefer science subjects and tend to have a more positive evaluation of the institutional culture of the school), independent of their socioeconomic background.

3. Students selected tend to have an initially higher sense of self-competence, sense of psychological worth, and attitudinal modernity, relative to

those rejected, and independent of their socio-economic background.

B. Elite Incorporation

1. The successful applicants significantly change in sense of self-competence ($P<.005$, one-tailed) and in attitudinal modernity ($P<.005$, one-tailed).

2. This positive shift in sense of self-competence and attitudinal modernity, the "knighting effect" brought about by elite incorporation, masks a negative "frog-pond" effect brought about by the shift in internal social comparison. Controlling for the negative internal effects of social comparison, increases the positive structural effects of elite incorporation.

3. The impact of elite incorporation is conditioned by the receptivity of the individual as mediated by his relevant background characteristics (those from more favored backgrounds tend to significantly change more).

C. Internal Socialization

Comparisons involving the effects of selection and elite incorporation, together with those of the overall internal socialization processes, indicated their relative magnitude. These were expressed in terms of percentage differences among all the various groups with regard to their sense of self-competence and with regard to attitudinal modernity.

Conclusions

Specification of the various avenues opened up for further research, a listing of the different questions left unanswered in the study, and a speculation on the major implications of the study for educational institutionalization in general and for the PSHS in particular is given in the concluding chapter.

38. BENNETT, George Henry (Ed. D.). "Guidance and Counsel-

ing in the Philippines and Procedures for Vitalizing its Function in the Public Schools." New York University, 1954. 208 pp. Source: DAI, XV, 2 (1955), 205-206. XUM Order No. 10,657.

The Purpose of the Investigation

The Philippine Department of Education and its Bureau of Public Schools have indicated an increased awareness in recent years that investigation, criticism and improvement are in order if better, more workable, and more uniform standards of guidance and counseling content and programming in the public school system, especially at the elementary and secondary school levels, are to come into existence.

For many years in Philippine public school education, there has been a dearth of school people trained and experienced in the essential areas of guidance and counseling. Also, there has been no generally accepted guide basic to a better understanding of the modern educational concept of guidance and counseling and the techniques and procedures associated with it.

This study, therefore, was undertaken to determine what is being done and what needs to be done towards developing a practical plan for the initiation and expansion of guidance and counseling activities in the Philippine public elementary and secondary schools. Specifically, the attempt was made to determine

a. How the Philippine concept of guidance and counseling came into existence.

b. The nature and scope of present guidance and counseling processes.

c. The efficacy of these processes in terms of stated educational aims and objectives.

d. The professional and psychological readiness of Filipino educators for participation in the planning and execution of sound programs of guidance and counseling;

also, to evaluate such findings and formulate a better plan to bring about nationwide public school programming of guidance and counseling services.

Method of Procedure

The study has been divided into two parts: Part I-The History of Guidance and Counseling in the Philippines-which confines itself to developments since 1912 with respect to the guidance and counseling movement in the Islands, and Part II-A Guidance and Counseling Work Manual-which outlines procedures that can be utilized, especially in the public schools, to establish and expand effective programs of guidance and counseling.

Data for Part I required a careful review of the bulletins and directives dealing with the subject of guidance, and more recently guidance and counseling, which have been released occasionally by the Philippine Bureau of Public Schools, and in intensive perusal of other writings and recorded comments on the subject. Also, as a result of travel in the Islands during all of 1952, the investigator had the opportunity to learn much about the development of public education in the Philippines since the turn of the century, to observe and study present teaching methods and "guidance" practices, and to discuss educational matters with pupils and students, school officials, teachers and other staff members, as well as with out-of-school youth, parents and other adults.

Data for Part II of the study derived principally from the writings on guidance and related matters by American educators.

Summary of Findings

In the Philippines today, teacher interest is widespread for having guidance and counseling as a planned activity and an integral part of the schools' total program. However, a serious handicap to bringing into reality adequate programs of this activity continues to revolve around a general lack of "know how" and a paucity of educational leadership prepared to capitalize on the evinced enthusiasm.

It should be noted that the Philippine Government and its

Department of Education, as an indication of their increased concern, have taken some steps to remedy this situation. However, recommendations have been set forth in this study which underscore certain actions that can be taken almost immediately in the Philippines for the organization and development of adequate guidance and counseling services in the nation's public schools.

39. BENNETT, Susan Moore (Ph. D.). "Prediction of Cognitive and Divergent-Productive Intellectual Abilities of Filipino Sixth Grade Students from Characteristics of Their Home Environments." University of Hawaii, 1973. 310 pp. Source: DAI, XXXIV, 9A (March, 1974), 5704-A-5705-A. XUM Order No. 74-7509.

The purpose of this research was to investigate the predictive value of home-environment variables for students' intellectual abilities. The Torrance Tests of Creative Thinking and the Kuhlmann-Anderson Intelligence Test were administered to 524 sixth-grade students in private schools in Manila and Quezon City, Republic of the Philippines. A principal components analysis of the test data identified five abilities as follows:

a. Cognition of semantic information.

b. Divergent production of figural information.

c. Divergent production of semantic information.

d. Divergent production of figural implications.

e. Evaluation of figural and symbolic information.

Questionnaire and interview procedures were used to obtain information on the home environments of two randomly selected interview samples of 60 boys and 60 girls.

Stepwise multiple regression analyses were computed to predict each intellectual ability factor from 176 home-environment variables assembled into four predictor pools. One selected prediction equation for which the multiple correlation and shrunken multiple correlation were significant at the .01 level was reported for each of the analyses.

In the girls' interview sample, all five factors were predicted to a substantial degree by variables in at least one of the predictor pools (Rs = .70 - .79). In the boys' interview sample three factors were predicted to a substantial degree by variables in at least one of the predictor pools (R = .76 - .82); however, the divergent production of semantic information and the evaluation of figural and symbolic information were less well predicted (highest Rs = .50 and .53 respectively). The home-environment predictors of the boys' intellectual abilities were consistently different from the home-environment predictors of the girls' abilities. In the combined interview samples four of the ability factors were predicted to a moderate degree by variables in at least one of the predictor pools (Rs = .50 - .55). The divergent production of semantic information was less well predicted (Highest R = .43).

These results indicate that Filipino children's cognitive, evaluative, and divergent-productive abilities can be predicted from characteristics of their home environments. The level at which the divergent-productive abilities were predicted in this investigation is considerably higher than that attained in previous studies.

The following six aspects of home environment were hypothesized to predict the five intellectual ability factors:

a. Stimulation for intellectual development.

b. Stimulation for creative development.

c. Opportunities for verbal development.

d. Opportunities for nonverbal development.

e. Provision for general types of learning in varied situations.

f. Encouragement of exploration of the home environment.

These hypotheses were evaluated for each type of abil-
The hypotheses pertaining to the cognition of semantic information and the divergent production of figural implications were better supported than the hypotheses pertaining to the other three ability factors

The need for cross-validation and replication studies and the need for additional specification of the home-environment variables was recognized. Longitudinal studies of the predictive validity of the ability and home-environment variables were recommended.

40. BERAN, Janice Ann (Ph. D.). "The Effect of Modernization on Attitudes Toward Play Among Filipino Children of Negros Oriental, Philippines." Iowa State University, 1976. 144 pp. Source: DAI, XXXVII, 11A (May, 1977), 7019-A. XUM Order No. 77-10,300.

Two hundred and seventy-one 11-year-old children of Negros Oriental, Philippines, were sampled in a study on the effects of modernization on attitudes toward play. Communities in three different stages of technological development were included. These were urban technologically developed, intermediate, and interior technologically undeveloped rural areas.

An instrument based on the semantic differential technique was developed to determine attitudes toward 27 concepts related to play in the Philippines. A mean Cronbach Coefficient Alpha reliability level of .841 was found with an acceptable range from .721 to .951.

The concepts were grouped by factor analysis into nine major factors which accounted for 80.05% of the variance. Analysis of variance and pairwise comparison by 't' tests showed that significant differences (0.01 level) in attitudes existed toward play among children at the three different levels of technological development.

107

Janice Ann Beran

All the factors on which the rural children differed were scored lower indicating a general uncertainty or lack of enthusiasm. The intermediate children reflected the influence of upwardly mobile teachers and rapid social change in which they were immediate participants. They looked positively on both traditional Philippine cultural values as well as the coming modernized style of living. The urban children living in a technologically developed locale were familiar with urbanization and had not personally experienced the transition from rural to urban life. These findings indicated that degree of exposure to urban technologically developed areas did significantly affect attitudes children held toward play.

Mass media, specifically movie going, also appeared to affect attitudes as did the occupations of the children's fathers. There were no significant differences in attitudes toward play between girls and boys. The conclusion was thus reached that the degree of modernization experienced did affect attitudes of children toward their play and that assessment of differences in these attitudes was a useful parameter for study of the impact of social changes attendant to technological development in Negros Oriental, Philippines.

41. BERBANO, Eunuel Valdez (Ph. D.). "Innovations in Philippine Public Administration, 1954-60." American University, 1962. 401 pp. Source: DAI, XXIII, 5 (November, 1962), 1767. XUM Order No. 62-4521.

The years 1954 to 1960 have seen the most innovative growth in Philippine public administration. For the first time in half a century, a rational structuring of organization through government-wide survey and reorganization was undertaken. Technical assistance was provided by the United States which resulted in the selection of an American management consulting firm. Two hundred thousand civil service positions in the National Government have been analyzed and arranged in a modern system of job classification. This resulted, for the first time, in employees being paid properly for the work they perform. The budgetary process is being based on performance and program. The traditional thinking of decentralization and the theory of "spread effect" and "backwash effect" are advanced as explanations to the present problem of local government administration. The study discusses the new and growing role of outside technical assistance from American universities in substituting American professors for host country personnel, in institution building, and in training the trainers. The role of the University of Michigan in the Philippines in these areas is taken as a case, but conclusions drawn from experience to date are tentative.

This research starts with an analysis of the dynamics of centralism as a foundation of administration, and the impact upon governmental administration of certain other perennial factors in the environment of Philippine administration, such as geographic location, local cultural factors, recent historical factors, and economics.

42. BERGAMINI, Marie Carmen (Ph. D.). "An Assessment of International Nursing Students in the United States: A Case Study of Philippine Experience," University of California, Berkeley, 1964. 350 pp. Source: DAI, XXV, 6 (December, 1964), 3517-3518. XUM Order No. 64-12,540.

The purpose of this study was to explore three phases of the cross-cultural educational experience of Philippine students who were enrolled in American schools of nursing during the five-year period 1957-1961. The three phases included:

1. Predeparture preparation for American study.
2. Educational sojourn in the United States.
3. Post-return professional experience in the Philippines.

The study population consisted of 238 students. Forty-eight (100 per cent of the available returnees), constituted the study sample. The principal data were derived from personal interviews with the returnees in the Philippines. A questionnaire was used to gain supplementary information.

This exploratory investigation brought into sharper focus the benefits of cross-cultural education as well as the improvements deemed prerequisite to the satisfactory attainment of the educational goals of Philippine students in American schools of nursing. Adequate predeparture preparation, including knowledge of American educational programs, proper institutional placement, a clear-cut objective in terms of position to be assumed upon return to the home country, and adequate financial support, is necessary to make an American educational sojourn successful. Thus, provision for improved sources of information regarding study in the United States; acceptance of greater responsibility by sponsoring agencies and institutions, both in the Philippines and in the United States, for the educational planning of Philippine nurses coming to this country; and greater financial provision for those who study abroad are prerequisite for the satisfactory attainment of cross-cultural educational goals of nursing students from the Philippines.

Advanced professional study by Philippine nurses in the United States, regardless of length or type of program, resulted in benefits both to the individual and to improved health services in her home country. Nevertheless, further study should be given to professional placement of the returnees in their post-return experience so that they may best utilize the advanced preparation obtained in the United States.

In assessing nursing practice in the United States and in the Philippines, a rather close relationship was seen to exist between the dissimilarities noted by the returnees and the barriers which they considered inhibiting to the effective practice of nursing. Adherence to traditional folk medical practices on the part of the majority of Filipinos, resistance to change and the lack of acceptance of scientific medicine, together with socio-economic conditions resulting in widespread poverty and a low standard of living for the masses, combined to form barriers which prevented implementation of nursing practice as studied and observed in the United States.

The views of the Philippine nurses provided insight into the problems of cross-cultural education. Completion of basic nursing education in the Philippines, a minimum of a year's professional experience, a well-defined objective, maturity, and the ability to adjust were deemed by the study sample to be highly desirable qualifications for those planning study abroad. Concern with the Exchange Visitors Program was expressed, and it was suggested a careful evaluation be made of the extent to which the objectives of this program are being met.

This study tends to sharpen for the adult educator the awareness of the need for strengthening and extending in-service and continuing education programs for Philippine nurses in their home country, so that returnees may best share knowledge gained abroad and hence more effectively contribute to improved health services in the Philippines.

There is need for continued study of selection, predeparture preparation, and orientation of Philippine nurses seeking advanced professional preparation in schools of nursing in the United States; further examination of their experience in American institutions; follow-up studies on returnees and non-returnees; and continued research in their post-return professional experience in the Philippines. All phases of the cross-cultural experience of Philippine nurses deserve further study.

43. BERTUMEN, Desideria Castro (Ph. D.). "An Investigation of the Applicability of the Raven Learning Potential Assessment Procedure to First and Second Grade Pilipino Children and its Relationships to other Non-Verbal Measures." University of Kansas, 1977. 109 pp. Source: DAI, XXVIII, 12A, Part 1 (June, 1978), 7265-A-7267-A. XUM Order No. 7809403.

Statement of Purpose

It was the purpose of this study to investigate the applicability of the Raven Learning Potential Procedure to

Pilipino children. The relationship of the Raven to the Torrance Tests of Creative Thinking, Matching Familiar Figures Test and Teachers' Ratings was also investigated. In an attempt to determine the applicability of the various measures used in this study, the following questions were formulated:

1. Do the Learning Potential Training Procedures improve Raven posttest scores of Filipino students?
2. Do older subjects score higher than younger subjects on the Raven posttest after training?
3. Is the Raven related to the two scores on the Matching Familiar Figures Test, e.g., Time and Error, and/or the nonverbal Torrance Tests of Creative Thinking (Fluency, Flexibility, Originality, and Elaboration)?
4. Do teachers' ratings relate to such formal measures as the Raven, Matching Familiar Figures Test and the Torrance Tests of Creative Thinking?
5. Is there any difference on scores of subjects classified as reflective or impulsive on the Raven posttest Torrance Tests of Creative Thinking: Fluency, Flexibility, Originality, and Elaboration, and teachers' rating?

Subjects and Procedures

Forty subjects were randomly selected from two first grade classrooms and two second grade classrooms of the Duero Central Elementary School, Division of Bohol, Philippines. The selection procedure resulted in obtaining 19 first grade and 21 second grade children being selected as subjects for this investigation. For part of this investigation the subjects were then randomly assigned to one of four groups: Group I-Pretest, Training, Posttest; Group II-Pretest, No Training, Posttest; Group III-No Pretest, Training, Posttest; Group IV-No Pretest, No Training, Posttest, which resulted in Solomon four group design.

Three instruments were used: the Standard Progressive Matrices, the nonverbal scales from Torrance Tests of Creative Thinking and the Matching Familiar Figures Test. The

Raven pretest and posttest and the Torrance Tests of Creative Thinking were administered in groups. The Matching Familiar Figures Test was given individually. Teachers' rating on overall academic achievement of the subjects were also obtained, immediately following the selection of subjects. Training was given between the pretest and posttest on the Raven.

Result

There was no significant difference for training, testing and interaction between testing and training on the Raven. The difference between the means of first grade and second grade subjects on the Raven posttest were not significant.

The relationship between the subjects' scores on the Raven posttest and the Matching Familiar Figures Test (Time and Error) was significant. The difference on the posttest scores of the Raven between subjects classified as reflective and impulsive was not significant.

The correlation between the subjects' scores on the Matching Familiar Figures Test (Time) and their scores on the Torrance Tests of Creative Thinking was not significant. The correlation between subjects' scores on the Matching Familiar Figures Test (Error) and the Torrance Tests of Creative Thinking was not significant with one exception-Elaboration. The difference between reflective and impulsive subjects' mean scores on the Torrance Tests of Creative Thinking was not significant.

The correlation between teachers' ratings of the subjects and their scores on the Raven was not significant. The correlation between teachers' rating and their scores on the Matching Familiar Figures Test (Time and Error) was not significant. The difference between teachers' ratings of reflective and impulsive subjects was not significant. The relationship between teachers' ratings and the Torrance Tests of Creative Thinking did not reach significance.

Conclusions

a. Training did not improve Raven posttest scores of the subjects.

b. Older subjects did not score better than the younger subjects within the one-year span tested.

c. The Raven was related significantly to the Matching Familiar Figures Test (Time and Error), but was not related to the Torrance Tests of Creative Thinking.

d. There was no significant difference between subjects classified as reflective and impulsive on the Raven posttest, Torrance Tests of Creative Thinking, and teachers' ratings.

e. Teachers' ratings did not relate to any formal measures such as the Raven, Matching Familiar Figures Test, or the Torrance Tests of Creative Thinking.

The two criteria set forth to determine the applicability of the Raven Learning Potential Assessment Procedure were not met. It was concluded that the Raven Learning Potential Procedure was not applicable for the population from which the forty samples were taken. Because of some limitations inherent in this study, the present investigator is not yet willing to generalize the results to the entire Pilipino population of children.

44. BETTELHEIM, Ruth Colette (Ph. D.). "Futures of the Unborn: Political, Economic and Educational Socialization in Asian Preschools." University of California, Los Angeles, 1972. 318 pp. Source: DAI, XXXIII, 8A, (February, 1973), 4235-A. XUM Order No. 73-1684.

Preschool education in India, Hong Kong, Japan, Malaysia, the Philippines, Republic of China, Republic of Korea, and Thailand was studied by means of documents, interviews and classroom observation. Cross national hypotheses regarding the function of preschool practices were developed:

1. Preschool education in former monarchies appears to foster cooperative dependent behavior while preschool education in former western colonies seems to foster

independent self-assertive behavior regardless of wide cultural and historical differences.

2. In all eight countries preschool practices for the middle class seem to develop abstract conceptual processes while lower-class preschools seem to foster task completion and perfection.

3. All preschools in all eight countries appear to emphasize self-restraint and orderliness. The socialization functions of each of these sets of practices was analyzed; the first set prepares children for political roles, the second set prepares them for social and economic roles, and the third set for educational or student roles.

45. BLONDIN, Jacqueline Eugenie (Ph. D.). "Development and Testing of a Model for the Adaptation of a Learning System from an American Culture to a Philippine Culture." Michigan State University, 1974. 164 pp. Source: DAI, XXXV, 6A (December, 1974), 3445-A-3446-A. XUM Order No. 74-27,387.

The theoretical position of this study was that any learning system from one culture, in order to communicate effectively and retain its validated reliability when used in another culture, must first be culturally adapted. This position implied that cultural adaptation of learning materials cannot be left to chance or to the intuition of the adapter.

This study developed a systematic model which could be used effectively to adapt learning materials--visuals, narration and text--from one culture to another culture. It also incorporated an empirical testing of the flowchart model by utilizing as the independent variable, a field tested American learning system, the Instructional Development Institute or IDI. The decoding culture was the Filipino culture. It was assumed that XCAM, the developed crosscultural model, would generate techniques:

1. To identify cultural values which are contained in learning system materials.

2. To delineate the necessary revisions or modification.

3. To assess the modified version of the learning system.

The present study used an analytical-empirical method based on systems approach. The Ss were drawn from the population known as personnel of the Philippine Private Schools. The experimental treatments involved three separate field experiments preceded by a pilot study.

Measurement of crosscultural adaptation outcome was considered a precondition to evaluation of the procedures used to effect the crosscultural adaptation. A criterion crosscultural rating scale known as the XCA Rating Scale was designed and tested. It was administered for either the visuals, the narration or the text of the adapted modules and the measurement strategy employed was a repeated-mesurement design.

XCAM, the Crosscultural Adaptation Model, had four well-defined phases of action:

1. The Sinequa non Phase.
2. The Laboratory Phase.
3. The Diagnostic Phase.
4. The Assessment Phase.

Each phase or function revealed a certain number of interrelating sub-functions which bore a direct relation to the process of crosscultural adaptation.

In the Laboratory Phase, the pilot group was administered the American version of the learning system. A repetition or replay of each module or activity of the IDI was conducted in order to effectuate a collective in-depth analysis of cultural conflicts contained either in the visuals, narration or texts. The priority for change was established and an adapted version of the IDI or Prototype II was produced.

The original version of the IDI, or Prototype I, was administered to the control group in Angono. The two other groups, in Davao and Quezon City, participated in an IDI Prototype II version. The XCA Rating Scale was administered after each modified module in each of the three field experiments. Moreover, extensive debriefing sessions conducted by two Filipino sociologists furnished unobtrusive information which probably could not have been otherwise secured.

The findings of data gathered from the XCA Rating Scale results, the participants' responses to open-ended questions, and the observations of two Filipino sociologists based on the interviews and debriefings were analyzed and evaluated.

The study measured in a two-way analysis of variance, the interaction effects of the two independent variables--the IDI components and the cultural values contained in these components--and the dependent variable--the conflict identified between the cultural values of the cultures.

The principal findings were:

1. The attitude of Ss, both between groups and within groups, was within the limits of the positive level, that is, in favor of local and national scenes in visuals, of Filipino actors in narration, and of Filipino setting in text.

2. A significant difference was observed in some of the media such as narration and text.

3. There was interaction between the groups and the media condition especially in narration and text.

As far as this study is concerned, it is reasonable to infer that under conditions similar to those used, XCAM would be an acceptable tool for culturally adapting instructional materials of learning systems in order to lessen cultural shock from their use in another culture. It was concluded that the extent of cultural conflicts created by foreign learning materials imported in developing countries could be measured and that, when given the opportunity to choose between American and Filipino cultural media, the Filipinos showed preference for Filipino visuals, narration and text.

John Franklin Bobbitt

46. BOBBITT, John Franklin (Ph. D.). "The Growth of Philippine Children." Clark University, 1909. 34 pp. Source: Eells, p. 120; and PEDAGOGICAL SEMINARY, XVI (June, 1909), pp. 3-6.

Child study to date has occupied itself almost exclusively with children of the white races, and anthropology has been concerned chiefly with adults. Both of these fields of research have become widely extended, but neither has yet seriously undertaken the study of the children of the various colored races. This remains an almost untouched field. If one wishes to obtain exact data with reference to the physical or mental capabilities of the children of any race other than the white, there is scarcely a study to which one can refer with confidence. In the writings of travellers, explorers, teachers, and missionaries, one finds numerous opinions as to the children. Anthropologists have in many cases made a few measurements and tests upon children, perhaps a half dozen in a tribe. The opinions, however, are too casual and conflicting, and the measurements too few and inexact as to age and other conditions, to be of great service in estimating either the physical or the mental efficiency of the children observed. The chief exceptions are a few studies made by the Japanese, and the recently-published elaborate study of Ales Hrdlicka upon the Indians of the Southwestern United States and Northern Mexico.

To take a concrete case illustrative of our uncertainty in this field, it is usually assumed and frequently asserted that the children of the Tropics develop more rapidly and mature earlier than the children of colder lands. It is at present difficult either to prove or to disprove the statement, owing to the dearth of exact statistical data.

The question arose, however, in a very practical way, in the Philippine Islands, in connection with the formulation of courses of study for the schools. In attempting to fit the stages of instruction to the stages of normal growth, the questions naturally arose as to what the normal growth-stages are, at what age each appears, and how long each continues, in the case of the Malay children of the Philippines.

Such questions were of practical importance. If the periods of development of Philippine children are foreshortened, then the courses of instruction should be correspondingly fore-shortened; but if, on the other hand, their growth is as slow as that of European children, then for equal results they probably require courses of instruction of equal length.

In answer to the questions, there were no figures to which to appeal, and one could obtain from the teaching profession any sort of opinion that one might be looking for. The only method of finding out was to measure the children. This was undertaken, and the present study presents certain anthropometric evidence as to the rates and stages of their physical growth. This was naturally the first step to be taken even where the facts aimed at were the stages of mental growth and the age of mental maturity.

The children measured were students in various Manila schools--the Philippine Normal School, Tondo primary schools, Tondo Secondary School, Sampaloc primary schools, and the Sampaloc Intermediate School. In the Philippine Normal School, about three-fourths of the students measured were from the provinces outside of Manila, chiefly those of southern and central Luzon. In the two intermediate schools, about half were from the provinces; and in the primary schools a considerable proportion were born outside of Manila. About all of the Christian provinces were represented; but the major portion of the students measured were Tagalog, Pampango, Pangasinan, and Ilocano.

One cannot say that the students measured were all of pure Malay blood, so widespread is the infusion of Spanish and Chinese blood in the archipelago. The most that can be said is that they were typical Filipinos, fair representatives of the Christian population of the archipelago. Measurements made on students that admitted themselves to be mestizos, or that gave unmistakable evidence in their appearance of the possession of Spanish or Chinese blood were discarded.

Besides determining growth-stages, a further aim of the study was to make a comparison of Philippine children with those of Europe or America in size and efficiency. In order that results might be entirely comparable, it was necessary to duplicate the methods and apparatus of some previous study made on white children. Literature on the subject was exceedingly scarce in Manila, but I succeeded in finding a report of Director Smedley's work in the Child-Study Laboratory in Chicago, for the year 1899-1900, as published in the report of the Commissioner of Education for 1902. His study appeared to be a careful one, and both his methods and his apparatus were described in detail, verbally and graphically. In order to obtain entirely comparable results, therefore, I duplicated his apparatus and used his methods. These are not here repeated since they can be found in his report.

The measurements taken were:

1. Height.
2. Span of arms.
3. Sitting height.
4. Weight.
5. Vital capacity.
6. Grip of right and left hands.

Span of arms was not measured by Mr. Smedley, but comparable measures were found in Porter's study on St. Louis children. One of the most significant of Mr. Smedley's measurements, that of endurance as given by the ergograph, had to be omitted for lack of a duplicate instrument. This omission was unfortunate since, as may be seen later in this study, one is led to expect some rather surprising and perhaps quite favorable results. It is to be hoped that some one will be moved to carry through this portion of the study in the not distant future.

The measurements on each child were recorded on an individual card, yellow cards being used for boys, and white for girls, to prevent any possibility of mixing data of the two sexes. On each card were also taken the child's name, date of birth, date of measurement, his age, name of the church where he had been baptized in order that the date of birth might be verified, native province, and the race of his father and mother.

One serious difficulty met with was obtaining the ages of the children. In a tropical climate, there is so little to mark the passage of time that the conception of a year is not at all well defined in the children's minds. They easily fail to keep track of their ages. Great effort had therefore to be made to obtain the true age. Of pupils born in the city of Manila, we verified the ages from the baptismal records in the churches. Also the ages given by a pupil to his teachers at different times were compared, and if he had given his age consistently for three or four times, it was considered evidence of correctness, but when he had given contradictory ages at differeent times, his statements had to be inquired into before his age could be determined. We impressed upon pupils the desirability of getting correct ages, and asked them to inquire of their parents so as to make no mistake. They are an extremely obliging people and they took an interest in the work; so I have reason to believe that we obtained the true age in most cases. It remains a source of some error, however, especially in the case of the younger pupils. In the case of students fourteen years old and over there is perhaps only very slight error in the matter of age. In verifying the ages of the younger pupils in the churches, it was found that when the age was given wrong, it varied upward from the true age about as often as downward, so that even if these errors had not been eliminated, they would not greatly have affected the median values. The errors that yet remain uneliminated are undoubtedly of this fluctuating sort, not seriously affecting median or average values where the number of pupils measured is considerable.

After rejecting those of questionable age and the mestizo class--those with some Spanish or Chinese bood--records remain of 1,180 boys and 438 girls from 6 to 21 years of age. The numbers are large enough to show the approximate curves of growth, though, especially in the upper and lower age-extremes, the numbers are too few for exactness. This is clearly indicated by the irregular angular nature of some of the curves, particularly those for girls where the numbers are far fewer than in the case of the boys. Still it is believed that a greater number of observations would do little more than to smooth out the irregularities. The pupils measured were typical of their class.

47. BONIFACIO, Manuel Flores (Ph. D.) "An Exploration Into Adolescent Self-Esteem in a Developing Country--The Philippines." University of Pennsylvania, 1970.

Manuel Flores Bonifacio

180 pp. Source: DAI, XXXII, 2A (August, 1971),

1071-A. XUM Order No. 71-19,205.

The purpose of this study is to explore the sources and consequences of adolescent self-esteem. We used socio-economic background, family structure and family interest as basic sources of variance in adolescent self-esteem. Regarding consequences, we used self-image, social participation and aspiration and as a measure of self-esteem, a Likert-type scale. A questionnaire was administered to senior high school students in a parochial, private and public high schools in the Philippines. A chi square test was used.

We found that there is positive association between self-esteem and professional qualification of parents; the level of self-esteem tends to go higher when both parents are employed rather than when only the father is. The combined educational background of the parents and the educational attainment of the father are not associated with self-esteem while that of the mother's education is. Variation in sex distribution of children is directly associated with self-esteem but birth order and family size are not. Death of the mother during the first ten years of the children's upbringing is more important to self-esteem than death during the later period while in the case of the father, the reverse is true. Self-esteem is related to self-image, related to social participation and finally, to the level of aspiration.

48. BOQUIREN, Telesforo N. (Ed. D.). "Educational Leadership

Handbook for Philippine Public Schools." Western

Michigan University, 1973. 224 pp. Source: DAI,

XXXIV, 6A (December, 1973), 2947-A. XUM Order No.

73-31,413.

The basic purpose of this handbook is to be of some help to school administrators of the Philippine public schools--school superintendents, supervisors, and principals of elementary and secondary schools. It also could be useful for potential school administrators and teachers, and beneficial for general reading.

This dissertation submits the thesis that in the public schools, strength in leadership determines, to a great extent, the overall efficiency and effectiveness of the system. The centralized structure of the Philippine public schools should not really be a cause for inhibiting leadership because the Philippine educational climate is permissive enough for leadership behavior to manifest itself in many ways. The Secretary of Education has said that the policies of the Board of National Education and the Department of Education depend on field personnel, particularly school superintendents, for validity and effectiveness.

Although a conceptual design in school administration has not as yet been found, even in the United States, the efforts demonstrated by this country is more unified and directed than those of the Philippines. The findings of research and studies in educational administration have contributed tremendously to the practice of educational administration as a profession. This dissertation has made much use of findings and writings and has tried to relate them to school administrative practices in the Philippines. The concepts in educational administration advanced by the research findings and studies seem applicable to all schools as social systems. However, such application varies in each country because of the constraints which society has in various forms such as traditions, policies, available resources, and the structure of educational systems.

This dissertation discusses some challenges posed by some critical tasks of school administration in light of the developments in Philippine society and in the profession itself which are bringing about some changes in the major functions of the Filipino school administrators.

The passage of the Special Education Fund Act in 1968 added a dimension to the changing role of the school superintendent in his dual capacity as chairman of the school board and as school superintendent. School-community relations suggest that the school and the community draw support and strength from one another in order to develop a relationship that is conducive to better instruction, and ways of doing this are discussed. A section on leadership in staff relations discusses how to organize people and strengthen their efforts so that the goals of the school system can best be achieved. Instructional leadership is emphasized as a duty transcending all other tasks, with all other administrative tasks undertaken mainly for the sake of instruction. The task of planning educational facilities, has rarely involved the Filipino school administrators, and thus has not challenged their leadership. The favorable conditions developing in the Philippines, somehow, give portent to this administrative task; thus, guidelines are presented.

In the last part of this dissertation, the writer discusses school administration as a career, places in perspective the lessons related to choosing this career or profession and tries to indicate what the career offers in terms of public service and personal satisfaction. Preparation for this career is viewed as a continuous and arduous process which includes pre-service education and in-service training.

The effect, over time, of this handbook, should be the development of democratic, responsible, and earnest leaders, because leadership is the quality that makes the difference between an administrator and a leader.

49. BORLONGAN, Deogracias (Ph. D.). "The Significance of Vocational Choices of Philippine High School Seniors." University of Michigan, 1941. 223 pp. Source: DAI, III, 2 (1941), 27-28. XUM Order No. 284.

This investigation is a study of the significance of the vocational choices of Philippine high school seniors of the school year 1939-1940. Responses from 3406 seniors from three different curriculums--academic, general and home economics were included. These responses came from 36 public and private high schools widely distributed throughout the Islands. Items covered by this study include:

1. The future plans of Philippine high school seniors.

2. The vocational choices popular among them.
3. Factors influencing their choices.
4. Motives behind these choices.
5. Permanency of their vocational preferences.
6. Sex, age, and regional differences in choices.
7. Relationship between parents' occupations and seniors' choices.
8. Relationship between seniors' choices and occupational opportunities in the country.
9. The nature of the vocational guidance program in the Philippine secondary schools.

About 87 per cent of the seniors registered their vocational choices, and 13 per cent had not made up their minds as to their preferences. Seniors' choices were largely made in the seventh grade and in the third and fourth years of the high school. The choices showed a greater degree of permanency than is reported in American studies. A large percentage (60.22) of the seniors indicated they were planning to enter colleges and universities either immediately after graduation from high school or later; a considerable proportion (30.24) had decided to go to vocational schools; and a very small percentage (1.82) were looking forward to work immediately after graduation. About three-fourths of the seniors planning to pursue college work expected most of their financial support to come from their parents.

About one-half (52.41 per cent) of the seniors were influenced mostly by their parents in making their vocational choices. A small percentage (5.15) gave teachers credit for help in this matter. The motives behind their vocational preferences reveal unrealistic thinking and lack of contact with actual economic and industrial conditions in the Philippines.

The majority (85.2 per cent) of the seniors expect to pursue professional careers. Generally speaking, city and provincial seniors aspire to similar vocations. As might be expected, accelerated youth favor the professions, while the retarded favor commercial, mechanical and agricultural occupations. The percentage of seniors choosing the professions is overwhelmingly larger than the percentage of existing opportunities for that occupational group in the Islands. The seniors are desirous of attaining an educational level much higher than that of their parents. However, statistically computed, the seniors, particularly the children of professional parents, have a tendency to follow their fathers' occupations more often than can be accounted for on the basis of pure chance.

The only vocational services provided for are vocational information, personal data collecting, try-out courses and counseling. Findings reveal that even these have been very inadequately provided for. This study indicates great need for an adequate program of vocational guidance in Philippine secondary schools.

50. BOTOR, Celeste Ordas (Ed. D.). "The Teaching of Philosophy of Education in the United States and its Implications to the Teaching of Philosophy of Education in the Philippines." University of Nebraska, 1971. 228 pp. Source: DAI, XXXII, 11A (May, 1972), 6284-A. XUM Order No. 72-15,969.

The purpose of this study was to present the different approaches to the teaching of philosophy of education in the United States and their implications for the teaching of philosophy of education in the Philippines. The three problem areas are: first, the teaching of philosophy of education in the United States; second, the teaching of philosophy of education in the Philippines; and third, the proposals and recommendations for the teaching of philosophy of education in the Philippines.

Generally, the common approaches to the teaching of philosophy of education in the United States are the historical approach, the schools of philosophy approach and the topic or problem approach. Each of these approaches was described, justified and analyzed. Suggestions for improving each approach were presented. The historical approach presents important educational ideas of representative authors of a definite historical period in order to develop awareness and appreciation of knowledge and questions that have teased the minds of educators from Plato to Skinner. The schools of philosophy approach acquaints the students with similar and contrasting views on education by representative authors of the different schools of philosophy. The topic approach emphasizes the process of inquiry about the vital issues of education such as aims of education, curriculum design and validation, and teaching-learning.

The different practices in the teaching of philosophy of education in the Philippines are gleaned from the analysis of the syllabi used in the University of the Philippines, the Bicol Teachers College and the Ateneo de Manila University. Each syllabus was analyzed by showing how the course objectives were met by the requirements, course content, and readings. While the University of the Philippines uses the schools of philosophy approach, the Bicol Teachers College uses the inter-disciplinary approach thus viewing education against the historical perspective of philosophical thought and sociological principles. This enables the students to understand better the problems that beset education in the Philippines. The Ateneo de Manila University syllabus concentrates on the forces that helped shape the Philippine educational system and on the major education problems. It emphasizes the fact that although cultural amalgamation in the past has been productive of some favorable results, the emphasis on Western culture should cease to be the main concern.

Part II ends with a dialogue on philosophy of education by noted Philippine educators. They stress the development of the mind, the aspirations of the Filipinos for a better education that is geared to their needs, a re-examination of Christian philosophy of education to accommodate the sciences, and the development of Filipino and Asian identity yet benefiting from the universal standards of human endeavor. The swinging of the pendulum for secular or religious emphasis was noted.

The third part of this study is a proposed syllabus on the teaching of philosophy of education for graduate students in the Philippines and its justification. The syllabus includes the cortical structure which consists of the role of philosophy of education, the predominant topics of philosophical concern such as aims, subject matter, teaching-learning and trends and issues in education. The nuclear section consists of the demands of the Philippine culture and the needs of the Filipino learners. Among the problems discussed to exemplify the application of philosophical analysis are the language situation, illiteracy, financing of schools and decentralization of administration. The syllabus attempts to avoid the 'academic' approach to the teaching of philosophy of education and to apply the contemporary method of philosophical analysis to specific educational problems.

51. BOWLER, Francis Louis (Ed. D.). "The Beliefs of Educational Philosophers in Philippine Teacher-Training Institutions." University of Southern California, 1973. 200 pp. Source: DAI, XXXIV, 6A (December, 1973), 3230-A-3231-A. XUM Order No. 73-30,006.

Purpose

The study had for its purpose the discovery of:

1. The basic philosophic beliefs of educational philosophers in Philippine teacher-training institutions.
2. The philosophical system most favored by them.
3. Some of the basic educational principles favored by these same educational philosophers.
4. The stand of educators on pressing issues in Philippine education.
5. The degree of agreement or lack of it in regard to these matters.
6. The philosophic and educational areas where controversy exists.

7. The patterns in Philippine educational thinking.

A review of related American and Philippine studies revealed that, although studies of a similar nature had been conducted in the United States, no nationwide study on actual beliefs among educators had been undertaken in the Philippines.

Procedure

The study was a descriptive survey. A questionnaire was developed for the purpose of gathering data from educational philosophers in a random sample of teacher-training institutions. Stratification was introduced by considering the factors of:

1. Institutional control-state, private non-denominational, and private denominational.

2. Level of instruction--graduate and undergraduate.

3. Geographic area--Greater Manila, Luzon, Visayas, and Mindanao.

The instrument, entitled Checklist of Philosophic and Educational Beliefs of Philippine Educators, included forty-two philosophic items, nine items on Philippine values, seven educational items and seven items on issues in Philippine education. The philosophical and educational items were formally validated by a panel of eleven experts in educational philosophy, eight from American schools and three from Philippine schools. The co-efficient of correlation in a test-retest reliability study was +.94. By means of repeated follow-up, a 100 per cent rate of returns from fifteen universities and colleges in the sample was achieved by April of 1973. After the data had been tabulated, appropriate statistical techniques were utilized to find the patterns of belief and to discover any significant differences among the respondents according to different variables.

Selected Findings and Conclusions

Some of the more salient findings and conclusions drawn from the study were the following:

Francis Louis Bowler

1. There is greater agreement than disagreement among educational philosophers in Philippine teacher-training institutions.

2. The philosophic beliefs of Scholasticism rank highest in acceptance among Philippine educational philosophers.

3. These same philosophers reject the beliefs of Materialism.

4. Progressive educational beliefs are favored over traditional educational beliefs.

5. Philippine educational philosophers are against the present highly-centralized structure of Philippine education and against the use of Pilipino as the medium of instruction in all levels of education.

6. Philippine educational philosophers are agreed that optional religious instruction should be provided in the public schools.

7. There are only a few significant differences in some areas of belief, especially in metaphysics among Philippine educational philosophers in

   a. state
   b. private non-denominational
   c. private denominational institutions

Selected Recommendations

It is recommended that:

1. Philippine educational philosophers become more aware of the interdependent relationship between philosophic principles and the theories and practices of education.

2. Philippine educational philosophers and educators be well informed concerning the diverse schools of thought in regard to philosophical principles.

3. Philippine educators be aware that there is greater agreement than disagreement among Philippine educational philosophers on basic philosophic and educational beliefs.

4. Philippine educators attempt to formulate a basic, general philosophy of Philippine education based on those philosophic and educational principles on which agreement has been discovered.

52. BRAZIL, Harold Edmund (Ph. D.). "The Conflict of Political and Economic Pressures in Philippine Economic Development." Ohio State University, 1961. 329 pp. Source: DAI, XXII, 2 (August, 1961), 626. XUM Order No. Mic 61-2821.

The Republic of the Philippines is today experiencing a grave economic crisis which mirrors the nation's long-standing, basic underdevelopment. Since attaining Independence in 1946 the Republic has been unable to establish a broad industrial base, to greatly diversify and increase its products, or to materially improve the inadequate standard of living of the overwhelming majority of its citizens. However, the government is committed in principle to a policy of country-wide economic development, and the people themselves insist that economic development is the most important problem with which the Republic is confronted. Still, no administration has ever been voted in or out of office solely because of its successes or failures in economic development. To be added to this apparent contradiction is the fact that the Republic has, in the National Economic Council, a highly competent and efficient governmental agency which develops comprehensive, apparently well-suited economic development programs, but which remain largely unimplemented and virtually ignored by the government. The results is that the nation's defective economy is maintained, increasing deficits are created by government operations, the expanding population remains impoverished, and the crisis of fiscal stability and economic security is accentuated.

This vicious circle is not necessarily inevitable. The Philippine Archipelago is an agriculturally productive land, rich in natural resources. The Filipino people are capable and resourceful, and possess an intellectual capacity fully adequate to harness the nation's resources to create improved, stable, progressive conditions of living.

Why is it that the government is unable to deal successfully with these vital tasks? One answer lies in the nature of the political forces existing in the Philippines today and the mode of their operation. Certain of these forces appear to be in such deep conflict that they hamstring the programs of the National Economic Council and preclude the establishment of governmental policies for full-scale development. Another answer lies in the nature of the Filipino socio-politico-economic elite, its monopoly, and the type of government which it provides.

The underlying causes are political and social rather than constitutional, personal, or purely economic. This is partially explained by the nature of the distribution of political power in the Republic, which characterizes the political loyalties of its citizens, the local character of Philippine politics, and widespread political and economic exploitation.

An undemocratic feature of the political process is the destitution which procreates vote-selling and gives rise to public indifference toward government operations and frequently to despair. This contributes to the inability of the electorate to hold the various administrations fully accountable for failures in economic development. Public immorality--depicted by extensive venality, graft, favoritism, and inefficiency in the public service--and a chauvinistic concept of economic nationalism, itself a manipulation of the basically beneficial aspects of nationalism, reflect both the effects and the cause of the economic crises, the serious shortcomings in the democratic system, and the far-reaching consequences of Philippine underdevelopment.

With respect to possible solutions, several areas of action are examined, the foremost of which is the establishment of an effective national educational system. This is logically the best long-range solution. For the foreseeable future, a speed-up and extension of the present trend toward government decentralization--presaging greater political control at local "grass-roots" levels and the possibility of responsive government administrations that will institute needed economic development programs--provide a persuasive basis for optimism.

53. BRUSH, Edwin Graham, Jr. (Ph. D.). "Science Education in a Philippine Village." Oregon State University, 1976. 329 pp. Source: DAI, XXXVII, 4A (October, 1976), 2092-A. XUM Order No. 76-23,505.

Research was undertaken to describe the teaching and learning of science in a non-Western village with particular attention paid to cultural parameters. Cognitive elements in a Philippine (Tagalog) village and school were analyzed.

The local language was studied for its capacity of transmitting scientific information. Verbal interaction in the science classes was analyzed. A frequent element of the teachers' behavior was questioning. Statistical analysis showed more emphasis on naming and describing than on other logical operations such as classifying and explaining. There were similar patterns of questioning in spite of grade and teacher differences. Evaluation of this behavior suggests there exist culturally significant instructional procedures in the village school. Teaching patterns express local expectations of schooling and conform to cultural attitudes about knowledge and learning.

Logical operations were investigated to understand cultural influences on the development of cognitive skills. Village children were given Piagetian tasks and science process assessments adapted to the local culture. The children achieved more success in some tasks than in others. Results indicate there were cultural factors affecting the development of cognitive skills. Conclusions were drawn about the bond between culture and cognitive development. The local culture stressed some intellectual skills whose development was facilitated while others were ignored and poorly developed.

Selected village belief systems were studied in terms relevant to science education. Information about the explanation and manipulation of natural phenomena, sources of knowledge, and verification procedures was obtained. Taxonomies of local marine fauna and creatures of lower mythology were constructed. Results showed consistencies and contradictions between what was taught in school and believed in the village. The variance between traditional and modern Western scientific world-views was discussed.

Three principal components of the village world-view were the Western school-oriented, the empirical, and the traditional. The use of school beliefs indicated they could be adopted at the linguistic rather than at the conceptual level. The significance of empiricism suggested a cultural transition from a traditional to a new world-view. Folk beliefs demonstrated elements parallel to and unique from the structure of Western science. Science education appears to have a role in the transition from a traditional to a modern cultural orientation; and it must recognize and account for the importance of the local world-view.

54. BUCKISCH, Walter Gerard Martin (Ed. D.). "The Relation Between Private Education and the State in the Philippines, 1924-1933." Stanford University, 1935. 289 pp. Source: Eells, p. 120; and Stanford University, ABSTRACTS OF DISSERTATIONS (1934-35), pp. 169-172.

Since the United States took charge of the Philippines at the opening of the present century, there have been three distinct periods in the history of the relation between private education and the state.

During the first period, from the establishment of American sovereignty to the passage of the Corporation Act in 1906, there was pursued a laissez faire policy of ignoring entirely the private-school problem, in spite of various protests from public-school officials that private schools were ruining the standard of education in the Islands and hampering the work of the public schools.

During the second period, from 1906 to the end of 1925, laws were in force which would have enabled the secretary of public instruction to exert a wholesome supervisory power over the course of private-school development, had he been given the personnel necessary to carry out the intentions of the law. Since he was not given such assistance, private schools operated much as they pleased, with disastrous results.

Growing in number from one school approved in 1908 to a total of 676 approved courses in about 345 different private schools at the end of 1925--with an enrollment of 82,526 pupils ranging from the first grade of the primary course to the professional university courses--they varied in efficiency from the highest-standard schools in the country--public or private--to schools which were, in the estimation of the Educational Survey Board of 1925, a disgrace to the land.

As a result of the disclosures and recommendations of the Educational Survey Board, Governor-General Wood proposed, and the legislature approved, appropriations for twelve supervisory officials--later increased to fifteen--headed by a commissioner of private education, to administer under the direction of the secretary of public instruction the "recognized" private-school system established in 1917 by the private-school law. It was the task of this new office to rehabilitate the system and to restore public confidence in it by enforcing adequate standards based upon those prevailing in the public-school system. With the creation of this new office begins the third period in the relation between private education and the state.

The power to accomplish the desired aim had been conferred upon the secretary of public instruction many years before. By the Corporation Act he was authorized to prescribe the terms and conditions under which private schools and colleges could grant diplomas and confer degrees. Under this authority the secretary had started an informal supervisory system in his office, using a few supervisors borrowed from the public-school system, and had commenced the practice of "recognizing" private schools which presumably measured up to the public-school standards.

In 1917 the legislature passed Act No. 2706--commonly known as the Private-School Act--making it obligatory upon the secretary of public instruction to inspect, watch, and maintain a general standard of efficiency in all private schools and colleges in the Philippine Islands. This act created a system of government-supervised private schools which, however, through failure to provide any actual power over those which preferred to remain outside of the "recognized" system, did not actually include all private schools. In the long run this defect in the act proved of little harm, since the recognized private schools eventually acquired such prestige that it became increasingly more difficult in most fields of instruction for unrecognized private schools to operate successfully.

The act gave the secretary very broad powers relative to the setting of standards, the recognition of private schools, and the withdrawal of such recognition--subject always, although not specifically mentioned in the law, to the usual right of appeal to the governor-general and to the courts. It created the position of commissioner of private education, who, under the authority of and subject to the direction of the secretary, was to act as the administrative head of the system. That no commissioner was appointed before 1926 was due to the fact that no provision was made for his office in the annual appropriation acts.

In return for submitting to government supervision, the private schools recognized by the secretary received the right to have their graduates accorded all the benefits and privileges accruing to public-school graduates, including the right of entrance to higher public schools, and also the rather important right, locally, of advertising that they possessed government recognition.

During this third period in the relation between private education and the state, the rehabilitation of the recognized private-school system was accomplished. During the first three years of operation of the new office, standards were announced, a supervisory system was created to enforce them, and a total of 250 private-school courses were deprived of government approval--seventy-six of them for definite failure to meet the announced standards.

Naturally such drastic action by the secretary of public instruction produced resentment on the part of the schools affected by such cancellations of authority, and a concerted move was made in 1928 to curb the power of the secretary through changes in the law. This move was unsuccessful, the Department of Public Instruction being strongly supported by the public, the press, and the governor-general.

With the system purged of the schools that were below standard, steady advances were made by the remaining and newly established schools--in enrollment, variety of courses, standard of instruction, equipment, and administration. Before the end of the period herein studied, the enrollment in recognized private schools had grown to a total of 104,185 students in 1931-32, after which it declined somewhat, as did the public-school enrollment, owing to the depression. At its height, the system accommodated approximately one-half as many high-school pupils as did the public-school system, and nearly two and a half times as many students on the collegiate level as did the state university.

Act No. 2706--the Private-School Act--is one of the oldest laws which specifically confer upon a state the authority to supervise and regulate private schools. Other countries have since its passage enacted similar and even stricter laws, some of which have controlled rigidly, and even suppressed, private schools. It is doubtful, however, whether any other similar law has produced a more satisfactory complement to the basic public-school system.

The Philippine way of handling the private-school problem--so necessary in view of the previous unsatisfactory state of affairs--resulted in a system of state supervision which, after it once got under way, maintained standards comparable to those of the public schools, proved acceptable in the long run to the private schools themselves, and helped considerably in the general attack on the problem of bringing education to the entire people. At a cost to the government of approximately sixty thousand pesos a year, it provided satisfactory education under private auspices to about one hundred thousand students; and thus saved the government additional school expenditures of almost eleven million pesos which it would otherwise have had to meet annually.

Walter Gerard Martin Buckisch

That under the new commonwealth to be established this year the system will quite likely be maintained, in some form or other, is indicated by the provision in the constitution recently adopted (February 1935) to the effect that all educational institutions in the Islands shall be under the supervision of and subject to regulation by the state.

55. BULANADI, Azucena A. (Ph. D.). "An Ecological Study of a Development Organization: The Philippine Community Development Program From its Inception to the Present (1956-1968)." Claremont Graduate School and University Center, 1970. 236 pp. Source: DAI, XXXI, 1A (July, 1970), 450-A-451-A. XUM Order No. 70-11,908.

This study examines the Philippine Community Development Program as carried out by its administrative agency, the Presidential Arm on Community Development (PACD). Broadly, the thesis covers the period since the inception of the Program in 1956 to 1968. Emphasis is placed on the administrative process of the PACD and its responses to environmental conditions, giving particular attention to the Philippine political setting.

In this case it is assumed that the success and failure of the Philippine development program rest on how the decision-makers evaluate the needs of its clientele and how the administrative agency implements the desired objectives. An ecological system of analysis is attempted in this thesis.

The Philippines is a developing nation. In its transition towards modernization, innovation in its communities is a principal concern of the Philippine Government. Largely, the society is a blend of Asian, Latin, and Western values and of diverse cultural systems. It is on this background of a pluralistic society with heteregeneus characteristic that the Presidential Arm on Community Development seeks to bring about developmental results.

Foremost in its goals is to create an attitude in the people which is conducive to progressive change.

The PACD structure and processes have attempted to cope with the problem of development by adapting its approach to local conditions. However, factors inherent in the local values, and heavy influence of politics slow down the growth of change. It is concluded that to a great extent, the Philippine program of development has achieved positive results in its twelve years of operation. The scheme of innovations has affected the social, economic, and political aspects of the society. In spite of the many problems the program confronts, the PACD as a technical instrument for development, has already attained stability. It has also won support both from public sources and private entities. Statistical analysis shows that the achievements of the agency have been high, especially on matters of project coverage. The evaluation shows that there has been greater motivation on self-help attitude in the rural community, and increasing responsiveness to the program of development. If the present pace of development growth continues, and the enthusiasm of the people is maintained, it is believed that the prospect for Philippine modernization is encouraging.

In the process of analysis, quantitative data were derived from statistical records of the PACD. Non-statistical evaluation is revealed from observation and interviews of participants and executives of the organization. Moreover, through observation and interviews information about psychological and social factors affecting the organization was elicited. Additional information was secured from PACD reports, circulars, government documents, and researches and surveys made on the Philippine development program. Books, journals, theses, newspapers and magazines which had been published in the Philippines, in the United States, and abroad were extensively used.

The study confirmed the hypothesis that environmental factors determine the growth process of Philippine community development. The determinant variables are in the nature of the Philippine social system, the cultural, psychological, political, and economic factors in the Philippine setting, as well as the physical environment, the past history, and the present conditions of the society. They are variables that contribute to the full make up of the Filipino people and their institutions.

56. BUNUAN, Josefina S. (Ed. D.). "Translation and Adaptation of the Stanford-Binet Intelligence Scale, Form L-M, for Filipino Children." Boston University School of Education, 1969. 157 pp. Source: DAI, XXXI, 1B (July, 1970), 377-B-378-B. XUM Order No. 70-12,154.

Problem

The purpose of this study was to translate and adapt the Stanford-Binet Intelligence Scale, Form L-M (1960), for use with Filipino children with chronological ages ranging from four to ten years. Specifically, it was concerned with:

1. What is the percentage of item difficulty according to chronological age level?

2. What is the index of discriminatory power of each item?

3. What is the correlation between IQ, as measured by the Stanford-Binet Intelligence Scale translated in Tagalog, and general school achievement for subjects whose ages fall from seven through ten years?

4. Using the F ratio at the .05 level of significance, will the following hypothesis be supported: No significant differences will appear in the obtained IQ's when subjects are analyzed by

    a. sex
    b. school
    c. achievement
    d. socio-economic status.

Procedure

The Stanford-Binet Intelligence Scale for use with the

Filipino subject was translated into the national language called Tagalog. Many items were changed and adapted to suit the needs and culture of the Filipino subject.

Eight research assistants who were specially trained administered the test (Tagalog) to 392 subjects with ages ranging from four to ten years, randomly selected from twenty-eight schools of different communities.

Data

The results indicated that the mean of the total number of items passed for each chronological age level increased as the subjects grew older.

Analysis showing percentages passing each item by chronological age revealed that there was a regular increase in percentages passing from age four through ten.

Inspection of tables reporting item difficulty revealed that most items showed discrimination. However, there were a few items that had low discriminatory power.

Results as defined by the "F" test of significance indicated that differences in mean IQ between males and females was found to be statistically significant at the .05 level.

Data assessing the difference in mean IQ for the various socio-economic groups revealed statistically significant results at the .05 level as indicated by the F ratio, with the exception of ages four and five.

Subjects attending private schools received the highest mean IQ at every chronological age level, while subjects from rural schools obtained the lowest mean IQ. This result is similar to other findings which reported social class or socio-economic level to be directly related to intelligence test scores.

A further analysis of the data was made to determine the correlation of IQ as measured by the Tagalog translated Stanford-Binet test and general school achievement for ages seven, eight, nine, and ten. With an N of 56 a coefficient of correlation of .2732 was needed to be significant at the .05 level. Even if the coefficients of correlation were found to be statistically significant for ages eight through ten, the relationship was not substantial or high enough, especially for ages nine and ten.

Reliability coefficients for this test were obtained for all chronological age levels and were found to be from .760 to .883. With an N of 98 the reliability coefficient must be equal to .2673 to be statistically significant at the .01 level. Therefore, the null hypothesis can be rejected at the .01 level.

Conclusions

This intelligence test was translated and adapted primarily for Filipino subjects with ages ranging from four to ten years. It is hoped that it will serve as an invaluable instrument to assist teachers and improve the educational system of the Philippines.

Various intelligence tests have their individual characteristics and limitations; consequently, this test, by virtue of its construction, translation, and adaptation, should not be used until its validity is established. It is suggested that a more detailed study be done with the present data. Particularly important is work at the individual item level, followed by more interesting validity experiments.

It is also recommended that items showing low discriminatory power be shifted to another year in the test or changed.

Another recommendation would be to increase the difficulty level of items showing high percentages of passing at the lower age levels.

For further recommendation, a test instrument that would measure the performance level is suggested since the Stanford-Binet test is highly verbal.

C

57. CABOTAJE, Arsenia Abellera (Ed. D.). "A Comparative Study of the Qualifications for Deans of Women in Institutions of Higher Education in the United States and in the Republic of the Philippines." American University, 1962. 216 pp. Source: DAI, XXIII, 9 (March, 1963), 3185. XUM Order No. 62-4523.

The purpose of this dissertation was to make a comparative study of the qualifications of deans of women in selected institutions of higher education in the United States and in the Republic of the Philippines. More specifically, the objectives were the following:

1. To determine the personal qualifications of deans of women in institutions of higher education in the United States and in the Republic of the Philippines.
2. To determine the professional qualifications of these personnel.
3. To determine the continuing experiences of women in this position.
4. To compare the qualifications for the position of dean of women in certain colleges and universities in the Republic of the Philippines with those of the same position in selected institutions of higher education in the United States.

Data for the study were secured by means of a questionnaire sent to deans of women of selected colleges and universities in the United States. A similar questionnaire, which was modified for application to Philippine situations, was mailed to women performing the functions of deans of women in institutions of higher education in the Republic of the Philippines.

Arsenia Abellera Cabotaje

Findings in this study have been based primarily upon the replies of respondents in both the United States and the Republic of the Philippines. The data furnished by these respondents were tabulated and expressed in terms of percentages. Comparison of the two sets of responses was made. Similarities and contrasts were noted as the comparison was made. Then the distinct trends in the qualifications of deans of women of institutions of higher education in the United States and in the Republic of the Philippines were noted.

The study revealed the following personal associative or experiential qualifications of deans of women to be significant:

a. affiliation with professional organizations

b. church membership

c. membership in civic, community, or service organizations

d. participation in wholesome recreational activities

e. foreign travel

The study also revealed the following professional qualifications to be important:

a. a high degree of academic qualification, such as degrees beyond the Bachelor of Arts or its equivalent

b. a specialized training in guidance and personnel work, which would include

    1. college personnel policies and practices
    2. principles and techniques in student personnel work
    3. vocational and occupational guidance
    4. guidance and personnel work in college
    5. techniques in counseling

c. some studies in the field of administration which would include student personnel administration, and administration of student activities

d. studies in the field of psychology which would include psychology of late adolescence, counseling psychology, and psychological tests and measurements

e. experiences in public speaking

f. studies in mental hygiene

The study further revealed the following pertinent experiences of deans of women:

a. teaching at some level, especially at the secondary level

b. administrative experience, especially those related to student advising, such as experience as a school principal or school counselor

Finally, the study revealed that the qualifications of deans of women of institutions of higher education in the Philippines were closely identical with the qualifications of deans of women of institutions of higher education in the United States.

58. CABOTAJE, Felisberto Viloria (Ed. D.). "Education in the Philippines During the Period of the Republic, July 4, 1946, Through July 4, 1956." American University, 1962. 291 pp. Source: DAI, XXIII, 9 (March, 1963), 3222. XUM Order No. 62-4524.

This dissertation was primarily a study of education in the Philippines during the period of the Republic, July 4, 1946, through July 4, 1956. Its purpose was to present an historical and critical analysis of the major educational developments of the period.

A discussion of the historical background of the islands encompassing social, political, economic, health, sanitation, and the educational heritage gave more meaning to the study of this period.

Felisberto Viloria Cabotaje

Before the Spaniards discovered the Philippines, the islands had their culture and civilization, which, blended with those of the West, supplied a rich setting for the school system of the new Republic.

The pre-Spanish educational system was characterized by private and personal instruction. Good manners and right conduct were emphasized.

The educational system under Spain contributed the Roman Catholic faith and the European way of life through the medium of the Spanish language. This educational system made the Philippines the first oriental country to become Christianized and westernized.

The American educational system inculcated democratic principles among Filipinos. In transplanting the ideals of democracy, the United States established first a system of education which was designed to educate the Filipinos in the art of self-government. The system of education was patterned after that of the United States, and the medium of teaching was English. As a result of this system, the Philippines became the show window of democracy in the Far East and the third largest English speaking country in the world.

The Republic of the Philippines was founded after World War II, but the new Republic was prostrate as a result of military operations. The people were called upon to unite in a gigantic task of rehabilitation.

Leaders in all walks of life rallied to answer the call for service. Schools at all levels intensified their scholastic programs to help the Filipinos to develop a democratic society.

Objectives of education were met as indicated by the following statistics:

Enrollment at all school levels increased. Public schools started with 2,500,864 students in 1946; it had risen to 3,750,496 in 1956. Private schools enrolled 109,712, in 1946 and 747,346 in 1956.

Schools increased from 13,552 in 1946 to 27,377 in 1956.

Qualified teachers increased in proportion to the increase in enrollment. In 1946 the percentage of teachers who were professionally qualified was 47.97 while in 1952 the percentage rose to 79.47.

The average monthly salary of primary classroom teachers in 1946 was ₱50.00 ($25.00) while in 1950 it was ₱122.54 ($61.27).

Literacy advanced from 59.8 per cent of the population in 1948 to 65 per cent in 1956.

In the area of health, the mortality rate was lower in 1955 than in 1950.

Appropriations for public schools in 1946 was ₱46,711,007 while in 1956 it was ₱176,811,255. The private schools collected ₱25,775,730.00 in 1946 and collected ₱81,778,096.00 in 1956 from student fees.

Community projects to improve living conditions were instituted by schools.

English continued as the official language for instuction and thus helped national unity

The educational system of the Philippines had proven its usefulness. It emphasized the dynamics of freedom by stressing the dignity of the human person, the duties and responsibilities of the individual, the value of health and sanitation, the need for purposeful cooperative living, and the urgency of work as necessary for self-fulfillment.

This then, in brief, is the record of the Philippine educational system during the first decade of the Republic, July 4, 1946, through July 4, 1956.

59. CADAR, Usopay Hamdag (Ph. D.). "Context and Style in the Vocal Music of the Muranao in Mindanao, Philippines." University of Washington, 1980. 297 pp. Source: DAI,

Usopay Hamdag Cadar

XLI, 7A (January, 1981), 2819-A. XUM Order No. 8029739.

The gist of the present work is to study Muranao vocal music "in terms of itself and within the context" of Muranao society. The work is based upon three years of fieldwork (1971-1974) of which the most intensive phase was a nine-month period carried out under a grant from The Ford Foundation's Southeast Asia Fellowship program.

Based on 163 items of vocal music collected for the work, at least fourteen genres have been identified and stylistically defined. Twelve of these genres represent the bulk of the current tradition.

The work comes in two parts. Part One deals with context and Part Two with vocal music. Chapter I describes the people, reviews the accessible sources, explains the fieldwork, and states the ensuing topics. Chapter II presents a taxonomy of sound in an attempt to answer the question, "How do the Muranao categorize sound(s)?" Chapter III deals with the relationship between music and literary tradition. Muranao literature is surveyed, the Darangun epic is used as a material for prosodic analysis, a synonymous literary form is described in relations to its musical implications, and the epic is explained as a vital source material for the Muranao artists.

Chapter IV deals with Muranao pedagogy, the concept of apprenticeship, the inner processes of the Muranao rote system, the language of song, compositional practice, and physical mannerism. Chapter V deals with performance practice, describes the logistics of public performance, the "clanhouse" as a music hall, one typical performance, and the concept of applauding.

Part Two sets forth with Chapter VI which deals with the Muranao concepts of certain vocal elements and how these concepts interfunction. Included in the chapter are the use of melismatic gestures, lexicon of nineteen basic gestures all described and transcribed in staff notation, the concept of melody and text, three emotive styles, and the interrelationships of the above are expressed in five analytic formulae.

Chapter VII consists of a "style definition" of seven formal genres (performed in public) in terms of an analytic equation: Genre = Text Type + Formula + Rhythm. In addition, musical form, etymology of Muranao terminology, and relevant social factors are incorporated into the definition. The individual definitions resulted in a comparative model for the seven formal genres. The same method is used in Chapter VIII which deals with informal genres (not for public performance). Model samples of song texts are provided, to boot. Similarly, the chapter yields a comparative model. Finally, a diagram of the structure of fifteen vocal genres is offered.

The concluding chapter appraises Muranao vocal music in terms of the past, present, and future. A unified bibliography follows along with an appendix consisting of selected song texts. Recordings of songs used in the work are placed on file at the University of Washington Archive of Ethnic Music and Dance.

Among other things, the work has demonstrated the validity of its theoretical premise that the Muranao, artistes or non-artistes alike, do not use a set of explicit or fully discoverable rules in categorizing their vocal music. And that, rather, each category embraces many musical pieces that are related by resemblance and by being patterned after certain mental models acquired through continual exposure to Muranao music making.

60. CADELIÑA, Georgina Benitez (Ed. D.). "Recommendations and Suggestions for Developmental Reading Programs for Quezon City High Schools, Quezon City, Philippines." Indiana University, 1964. 230 pp. Source: DAI, XXVIII, 2A (August, 1967), 532-A. XUM Order No. 65-385.

Statement of the Problem

The purpose of this study was to determine current practices in teaching secondary reading in the Quezon City high schools and to present basic recommendations for the establishment of a structured, developmental reading program for all secondary school pupils.

Procedure

The objectives of this study were accomplished through:

1. A review of literature which sought to locate and determine some organizational procedures, content, methods, and materials which are common to successful junior high school developmental reading programs in the United States.

2. A survey of present practices in the teaching of reading by teachers of English in the Quezon City high schools was conducted to elicit information concerning the professional training in methods of teaching reading possessed by teachers of English, word recognition taught, comprehension abilities studied and taught, reading study skills developed, approaches to reading in the content areas taught and instructional problems encountered by teachers of English in the teaching of reading.

3. A synthesis of the findings of the review of literature and the survey findings into developmental reading designs and recommendations to meet the needs of the Quezon City high schools.

Findings and Conclusions

The review of literature on reading programs clearly revealed prominent types of reading programs. There are characteristics common to all the programs and considered essential to their success. These are:

1. The administration of reading surveys--formal, informal or standardized.

2. The grouping of students for reading instruction.

3. The selection, utilization of specific methods and materials of reading instruction.

4. The determination of the content of the programs.

5. Staffing the reading program.

Georgina Benitez Cadeliña

Findings from the survey reveal that the teachers of English in the high schools of Quezon City public school system are responsible for reading instruction. Although these teachers have been trained in the area of reading, this training has not been intensive. A large majority of the teachers indicated that they taught word recognition, comprehension skills, study skills in the content areas and provided recreational reading experiences for their students. Specific skills were taught. However, the program lacks horizontal and vertical articulation, structure and scope.

The skills that were taught were relatively sophisticated word recognition techniques. Proper use of the dictionary and the use of context clues were the techniques most commonly taught. Phonetic analysis was taught the least. Most of the emphasis in reading instruction was placed upon the development of comprehension. All of the teachers indicated that they taught comprehension skills of one type or another. Reading to locate details, to obtain the general significance of the passage and reading to appreciate were the comprehension skills most often stressed. Methods of study which would enhance comprehension were also utilized by the teachers.

The lack of materials especially designed to teach reading seemed to be prevalent. Many of the teachers did not have sufficient materials to use for direct reading skill development. A framework for a structured, secondary developmental reading program based on the findings of the survey and an analysis of current practices in teaching secondary reading in the United States, has been recommended. Principles have been drawn relative to the administration and organization of reading programs as it affects scheduling, testing and placement. Principles inherent to staffing, methods and procedures, and evaluation have also been drawn. Two reading programs were proposed; Program A for the college preparatory and Program B for vocational curriculum students. The two programs have been described in terms of scheduling, surveying and reading needs of the student population, grouping students for instruction, specific content and teaching methods, staffing and training teachers and evaluation of the results of reading instruction.

Zenaida Labay Caintic

61. CAINTIC, Zenaida Labay (Ed. D.). "Higher Education in the Philippines with an Emphasis on the Commission of 1969 and Subsequent Developments." University of Kentucky, 1978. 218 pp. Source: DAI, XXXIX, 6A (December, 1978), 3394-A-3395-A. XUM Order No. 7824383.

The purpose of this study was to trace briefly the origin and development of higher education in the Philippines to the present, identify its problems, foresee its development in the future with occasional references to higher education in the United States and provide a focus on recent governmental action and implications for higher education in the Philippines. More specifically, this study sought to determine and describe the historical background up to 1969, the Presidential Commission to Survey Philippine Education of 1969 and its report of 1970, the extent to which the recommendations of the Commission for higher education have been implemented, and the current status of the Commission and the recommendations for the future. It is the writer's intention to describe the impact of the Commission on the current educational scene in the Philippines.

Reports, books, government documents and publications, articles in magazines, journals, and newspapers dealing with higher education in the Philippines and the United States were consulted. Materials not available in the United States were sent to the writer from the Philippines by a research assistant. A short questionnaire was sent to 50 heads of colleges and universities in the different parts of the country. The responses of the 29 administrative heads were used as evidence to check and reinforce the information found in the published and unpublished documentary sources.

The writer found, for example, that after the Commission submitted its report, the President of the Philippines created the Educational Development Projects Implementing Task Force which is under the office of the Secretary of

Education and Culture and charged with the function of formulating a program of action for the implementation of the Commission's recommendations and specifically for undertaking feasibility studies on the major project recommendations. The President also issued Presidential Decree No. 6-A, otherwise known as the Educational Development Act of 1972 which outlines major reforms in education including the mechanics for identification, preparation and implementation of developmental programs.

The National Board of Education has provided a more effective balance between the number and quality of entrants into post-secondary institutions and national demand for high-level manpower with the creation of a national admission policy to govern the entrance to institutions of higher learning. Admission to colleges and universities is determined by the score achieved on the National College Entrance Examination (NCEE).

The Commission's recommendation that private colleges and universities be encouraged to join associations for accreditation and matters of common interest is properly taken care of even if at a slow pace. The Federation of Accrediting Agencies in the Philippines was formed on April 26, 1977.

A system of scholarships, loans and other forms of assistance to students have been established with the creation of the State Scholarship Council, a Study Now-Pay Later scheme, scholarships administered through the Fund for Assistance to Private Education and grants-in-aid of individual institutions of higher learning.

Institutions of higher education, following guidelines of the Department of Education and Culture, have undertaken at a certain satisfactory degree the revisions of their programs, developed and instituted staff development and retention programs and encouraged research and publication in their respective institutions.

In sum, after seven years, the recommendations on higher education of the Commission have been fairly well implemented. The Philippines needs more time to evolve a system of higher education with optimum efficiency and minimum problems. With a sustained leadership and cooperation of all concerned, the time should not be long.

The Commission has certainly created a positive impact on higher education. To increase that impact, the writer proposed additional recommendations including such educational innovations as the community college, communication technology, programs for improvement of teaching effectiveness and faculty development, cooperative education and attitudinal and value change.

62. CALICA, Roman Romeo B., Jr. (Ed. D.). "A Study of the Practices Relating to the Evaluation of Student Progress in the Public High Schools of the Philippines." Duke University, 1959. 266 pp. Source: DAI, XX, 9 (March, 1960), 3659-3660. XUM order No. Mic 60-400.

This study seeks to determine the current policies and practices of the Philippine public high schools, the findings of research studies, and the current trends in American public secondary schools relating to the evaluation of student progress.

Questionnaires were sent to 300 secondary schools chosen to represent geographically the 363 public general and vocational high schools in the Philippines. The replies of 188 principals, as well as a review of research studies and trends in the United States, form the bases of this study.

Present practices of evaluating student progress in Philippine public high schools are determined by policies formulated by the Bureau of Public Schools. Students are evaluated separately on their scholastic achievement and their social and personal traits. The schools, the majority of which do not have any adequate program of standardized testing, employ either the individualized or the comparative basis of evaluation.

Although percentage, letter, or numerical grades may be utilized, the majority of the schools use percentage marks which are assigned in terms of multiples of five or of one. The schools, using either the averaging or the cumulative method of grading, vary in their minimum passing marks which range from 50 to 75. The lack of standardized norms of marking and the low reliability of the marks are considered two of the weakest points of the marking plan. The majority of the principals are not satisfied with the Bureau-prescribed report card and would rather develop their local reporting forms.

With satisfactory results the majority of the schools supplement the report card with conferences and informal letters. Most of the schools notify students and parents when the mark is going to be low and when the student is doing commendable work. The principals suggest the organization of testing and guidance programs, the interpretation of test results, and the employment of more conferences and correspondence for the improvement of reporting practices.

Less than 10 per cent of the schools practice mass promotion and more than 90 per cent practice nonpromotion. The average percentage of promotion, which is by the subject, is between 90 and 100 per cent. Insufficient attendance, slow learning rate, home environment, mental retardation, and poor health are the outstanding causes of nonpromotion. Majority of the principals do not favor 100 per cent promotion and believe that repeaters do better for the second time and that probationary promotion does not show satisfactory results.

Some form of student grouping is practiced by the majority of the schools which frequently have one across-the-board grouping for all subjects. Most of the schools have programs of enrichment, minimum essentials, and more time to meet student needs. Administration of standardized tests, grouping according to ability, aptitude, and achievement, separate grouping for each subject or broad field, improvement of curriculum offerings, and better evaluation and reporting procedures are among the important suggestions of the principals for improving grouping practices.

Research studies indicate that evaluation is related to human needs, personal relationships, success and failure, motivation and competition, and individual differences; that sex differences, interest specialization, social status, and other factors affect teacher evaluation of student progress; that teachers' marks have very low reliability; and that the same limitations of marks always persist whatever the variety of symbols used in marking.

Experimental evidence shows the detrimental effects of failure on the student and does not seem to justify many of the failing marks based on the alleged causes of failure which may be eliminated through sound administrative and teaching practices. Moreover, there is a need to classify students at levels commensurate to their stage of progress. Studies reveal that tests for identification and classification can be used with confidence at the age-fourteen level. If grouping must be accompanied by curriculum adaptation, it should be made on a subject-by-subject basis.

To implement the 2-2 plan of the Philippine secondary schools, there is implied a need for adequate testing and guidance programs, the classification of students during the two stages of the plan, the evaluation of student progress through testing and guidance programs, the development of status-report conference plans and substitutes for the traditional report card, promotion policies with negligible rates of student failure, and the passage of legislation providing for the adequate financial support of the school programs.

63. CALINQUIM, Aurora Agustin (Ph. D.). "The History of Elementary Education in the Philippines, 1898-1941." University of California, Berkeley, 1955. 199 pp. Source: Eells, p. 120; and Dissertation Abstract.

The first schools opened in 1898 by the American military forces in the Philippines were a continuation of the Spanish schools. These, however, were discontinued and educational practices of the United States were adopted. The goal was always the extension of popular education in the English language, and when the unmodified American system was found unsuited to local needs, the United States Philippine Commission created a public school system patterned after the American plan but designed to meet existing conditions.

With the change to civil government, education passed from the hands of the military into those of the civil authorities. The first twenty-five years were a period of great progress. American teachers developed a crop of English-speaking Filipino teachers and English became firmly established as the language of instruction. Industrial education gained recognition in accordance with the practical fitting for life aim, and the emphasis on physical education gave rise to a new athletic ideal. Government and civics served to implement the aim of training for self-government of the American administration, and the academic studies were by no means neglected. Other notable developments were: the steady improvement in enrollment and attendance, the preparation of better-adapted textbooks, the standardization of private schools, the education of non-Christians, and the active role of the schools in the general awakening.

In 1925 a survey of the system was made and its findings became the basis of recommendations; but the Philippine Legislature, not pleased with the results, made its own study. The enumerated deficiencies of education in English simply caused greater agitation against the language medium. The most significant result, however, was the further stimulation of research effort.

The years immediately preceding the Commonwealth inauguration in 1935 were marked by a growing nationalistic feeling which was seeking intensification through various channels. Of these, education was considered foremost. Educational objectives were redefined and set forth in the Constitution: moral character, personal discipline, civic conscience, vocational efficiency, and citizenship; and the keynote of the new education was service to the state. Nationalism crept into curricular offerings and activities, textbook trends, and language usage.

In 1940 the vernaculars became supplementary media of instruction in the lower grades and the teaching of Tagalog, the national language, was ordered; but teachers and supervisors had to be trained first.

The major problem facing the government was whether every child of school age was benefiting by the new education. Funds were lacking and trained teachers were not available. Rather than expand a weak system, extension was stopped in order that the system might be improved. This was the situation until the Educational Act of 1940 accommodated more children with existing funds by eliminating the seventh grade and reducing the child's time in the primary grades.

64. CALIP, Osmundo Arce (Ph. D.). "The Administration of the Constitutional Provisions Related to Religious Instruction in the Public Schools in the Philippines." University of Notre Dame, 1956. 139 pp. Source: DAI, XVI, 12 (1956), 2345-2346. XUM Order No. 18,073.

This is a study of the administration of legal provisions for religious instruction in the Philippine public schools. The administration of such instruction is dependent upon the interpretation of relevant provisions of the constitution. A consideration of the laws and administrative regulations reveals several important problems: Do parents have the right to educate their children? Is it possible to have obligatory religious instruction in the Philippine public schools? Is such instruction reconcilable with the Philippine Constitution? How is it possible to maintain an obligatory religious instruction based on the parents' request and at the same time safeguard the principle of separation of Church and State in a society characterized by a plurality of religious beliefs? How can constitutional provisions for religious instruction be implemented?

To adequately understand the conditions giving rise to the above questions it is necessary to view the Philippine Islands in their geographical setting, to investigate the nature of its people, to evaluate the impact on the educational system of both Spanish and American influences. The introduction of this study, therefore, treats of the environment of the Islands and the nature of its educational development under Spain and under the United States.

Osmundo Arce Calip

Since this dissertation deals with the constitutional provisions for religious education, the actual religious laws are examined in the light of the most important factors that led to their passage. These factors were traced from the entrance of the United States Army into the Philippines in 1898 to the adoption of the Constitution for the Commonwealth and later the Republic of the Philippines which came to be in 1946.

The third and fourth chapters of the dissertation are devoted to the interpretation and the administration of the laws regarding instruction. It is in these sections that the questions presented in the introductory paragraph of this abstract are answered.

The chapter on interpretation presents the views of the Justice Department, the Department of Education, those of constitutional authorities and educators, and that of the late President Manuel Quezon, which was embodied in his veto of the legislative Bill 3307. This veto resulted in divergent and contrary opinions between the executive and legislative branches of the government. This chapter focuses attention upon the interpretation of the principle of separation of Church and State.

The reader is led from the interpretation of the law into its administration. The chapter on the administration of the law is both descriptive and definitive; in it an effort has been made to show the secretary of education as the supreme guide for the implementation of the law of religious instruction. The chapter further indicates the degree and manner in which the Church is meeting this obligation and sets forth negative and positive examples of Church and State relations in religious instruction. This study enumerates the different administrative procedures undertaken for the implementation and administration of the constitutional provisions for religious instruction. This dissertation suggests a workable device to resolve the problem inherent in the present situation and that is the application of pluralistic equity.

A Supreme Court decision has never been given to clarify the interpretation of the constitutional provisions for religious instruction but the dissertation suggests the need of such an interpretation in order to clarify the ambiguities and apparent contradictions in the laws and regulations.

65. CALUAG, Aida C. (Ed. D.). "A Proposed Program for the Preparation of Teachers of English as a Second Language in the Philippine Secondary Schools." Indiana University, 1971. 160 pp. Source: DAI, XXXII, 8A (February, 1972), 4462-A. XUM Order No. 72-6693.

The problem of this study was to propose a program for the preservice education of teachers of English as a second language in the Philippine secondary schools. Basic considerations in the study are the Philippine multilingual situation and the problems of language teaching and learning that go with it, the principles of teacher education, and the relevancies of the findings of linguistic science applied to language learning and teaching, English in particular.

The facts of the study were largely drawn from the present realities of the inservice training of English teachers, the graduate programs in this area, and the undergraduate curricula for the preparation of teachers of English for the secondary schools in the country. Local source materials in the form of studies of the language problems and situation and the projects undertaken by the Philippine Department of Education, in teacher training institutions, and professional organizations to meet the recommendations of these studies were used in the further development of the study.

Before the proposed curriculum framework could be designed, it was necessary to survey and review appropriate literature and readings on English education in the United States. Existing projects and studies in the United States were studied and compared or contrasted with the proposed program in this dissertation. The analysis of the current programs for the Master of Arts in Teaching English as a Second Language in the Philippines helped in the decision of which of the areas of study might be offered at the undergraduate level. The review of the new trends and issues concerning teacher education provided the background upon which the proposed program's general education component, professional education component, and specialization component were based. In order to comply with the demands of the new concepts in language teaching and learning, the author reviewed the implications of the theories, assumptions, and principles of linguistic science. The writer undertook to accumulate data about the status of the current program in teaching of English as a second language in the secondary schools of the Philippines, in the existing collegiate undergraduate programs for the preparation of teachers of English for these schools, and the findings from the research studies on Philippine languages and the analyses of Filipino and English.

From the data gathered, the study proceeded according to the following steps:

1. Defining the major aspects of the preservice program of teacher education including the writer's assumptions on how to keep general education, professional education, and specialization in proper balance.

2. Identifying the pedagogical implications of linguistic science on second language teaching and learning.

3. Delineating of the guidelines for the development of the curriculum framework of the suggested program.

4. Formulating the preservice education program for teachers of English as a second language in the Philippine secondary schools.

The resulting program includes the following:

1. A statement of principles of teacher preparation in consonance with the national and international commitment of Philippine society.

2. A set of objectives and the means by which these objectives could be met.

3. The policies of admission, selection, and retention in the program.

4. A description of the content, structure, and methodology.

5. The provisions for instructional facilities and staff.

6. The criteria for evaluation of the program.

The significance of this study lies in the following points:

1. It adopts a multidisciplinary approach and transcends the borderlines that traditionally characterized the academic disciplines, the pedagogy teachers, and the practitioners in the field.

2. It provides for more independent study and readings, seminars, and workshops for the prospective teacher.

3. It believes in a participation among teacher training institutions, practical application of theories concerning the teaching of English in the secondary schools, and the professional organizations in a system of cooperation and educational consortium through which available resources, talents, expertise, and facilities could be shared by all.

4. It is an attempt to answer the call for a Revised Teacher Education program embodied in the Philippine Department of Education Circular Number 8 issued on March 10, 1970.

66. CAMARAO, Federserio Cabanban (Ph. D.). "Strategies for a Functional Public Vocational and Technical Education for the Philippines." University of Illinois at Urbana-Champaign, 1976. 451 pp. Source: DAI, XXXVII, IA (July, 1976), 253-A. XUM Order No. 76-16,098.

This study was designated to identify strategies or ways and means that can strengthen the system of vocational and technical education in the Philippines to make it a more effective instrument for development. To achieve this objective, an extensive review of the current situation of the Philippines in terms of its cultural, political, socio-economic, and educational settings with the use of the most current published materials and documents was made. Focus was directed in identifying problem areas and needs as they relate to national development and to the program of vocational and technical education. Moreover, a brief survey of the programs of vocational and technical education in selected countries was conducted. This was made to identify practices that may be considered for adoption in the Philippines.

The nature of the study is descriptive, analytic and prescriptive. The methods of research used include the historical, documentary analysis, and the survey research in the form of interview and questionnaire techniques.

The findings of the study showed many elements of the Filipino cultural patterns that are exceedingly valuable and are held with high regard, not only by Filipinos, but by people around the world. On the other hand, it has elements that require reorientation towards more rational and realistic directions.

Politics in the Philippines is largely modeled after American democratic traditions, but it also has indigenous elements such as personalism and patron-client relationships at various levels of the political hierarchy. The threat to overthrow the government in 1972, led to the declaration of martial law to save the republic and to create a New Society.

In socio-economic terms, the Philippines has been improving as indicated by increasing GNP and per capita income. The country is still agricultural, but shifting towards a balanced agro-industrial economy. Developmental efforts, however, are hampered by such problems as rapid population growth, unemployment, wide gap between rich and poor, poverty and related problems. The unequal distribution of agricultural lands, low agricultural production, and lack of investable capital to spur industrialization and food crop production are also hampering development.

The Philippines is among the countries with the highest literacy and ratio of college students to population. In all levels of the educational system, enrollment has been increasing with more students enrolled in general education and degree-oriented programs in high school and college respectively. Major educational problems include: the mismatch of education and manpower demand, large school dropouts, shortage of funds and instructional resources, and the dilemma concerning the use of a foreign language as the medium of instruction.

Vocational and technical education has been expanding during the last two decades. Several programs are offered at the secondary, technical and teacher education levels to produce various types and categories of manpower. However, the program is hampered by such problems as shortage of funds, facilities, books, and other instructional resources; shortage of qualified personnel; irrelevance of some course offerings; and low enrollment.

In other countries, the study showed that the programs of vocational and technical education can be improved by such schemes as providing strong general education; enactment of laws providing support for various innovative programs; close school-industry cooperation; use of industrial facilities for the training of students; providing wide range of courses for specialization that match manpower demands; and initiation of innovative programs and research.

Based on the findings of the study, strategies were formulated to help improve the program of vocational and technical education as an instrument of development in the following areas: general education foundation, cultural dimension, language of instruction, curriculum, teacher education, personnel development, guidance, advisory council, cooperative program, funding, legislation, and research.

67. CAMPBELL, Douglas Ross (Ph. D.). "'Going for the Answers' with Questions in a Philippine Elementary Mathematics Classroom." Stanford University, 1981. 301 pp. Source: DAI, XLI, 11A (May, 1981), 4630-A. XUM Order No. 8108900.

Douglas Ross Campbell

During the 1960's, a "modern mathematics" curriculum was introduced to Philippine elementary schools. A major goal of this innovation was to replace traditional "rote" methods with "guided discovery"; it was thought that better classroom questioning would improve problem-solving skills needed for modernizing Philippine society. Although teachers nominally adopted a question-centered approach, they continued to dominate their classrooms by asking virtually all the questions and by seeking only "facts" for answers. They would also give away answers by how they phrased questions and evaluated responses. Formulated in a Western "scientific" milieu, the innovation was seen by some as failing because of irreconcilable conflicts with traditional Philippine culture.

The purpose of this study is to explicate what else is going on with Philippine classroom questioning, beyond what is immediately apparent. By taking a close look through the surface of questioning patterns, I discovered a dynamic realm of interactional work by which questions are used to construct answers, and through which Filipino children can be seen as active partners in instruction, rather than as passive recipients of knowledge.

Fieldwork was conducted in a small town in a Tagalog-speaking area. Tape recordings were made of 78 lessons in a public elementary school, involving eight classes, and topics in mathematics, science, and social studies. Mathematics and science were taught in English, social studies in Tagalog. The question "What are they doing here?" was addressed to the 21 grade 4-6 mathematics lessons. The answer "They are 'searching' for the answers" was proposed as a way of capturing that the participants' key problem is in locating answers rather than in interpreting questions. This metaphor gave way to "They are 'going for' the answers," as a better depiction of how questions assemble answers. This formulation is consistent with the ethnomethodological view that "answers" and "lessons" are mutually accomplished productions. It also entails a content focus typically missing in classroom language research.

To elaborate the 'going for" idea, a grade 6 lesson on "mathematical sentences' was chosen for fine-grained scrutiny. The bulk of the analysis centers around the impact of English as the medium of instruction. Children's answers are traced to their possible sources in preceding talk, which they must scan because of having to learn in a foreign language. Their problems in producing English are described, as are the teacher's efforts to correct their mistakes. Contrary to the concern that the teacher's attentiveness to the children's English interferes with their acquisition of mathematics, evidence is presented that the teacher's focus on English prepares them for talking about mathematical ideas. By maintaining a lesson-level perspective on the troubles occasioned by English, the analysis locates how the teacher and students surmount the "handicap" of not being allowed to use their own language. The argument is developed that learning mathematics in general involves acquiring patterns of discourse. The use of a second language here makes explicit that "going for the language" is an essential part of "going for the mathematics."

The study concludes with how what was learned in a single lesson can contribute to the understanding of classroom interaction more generally. Also considered is the use of such an intensive analysis for improving educational practice. Some reflections are offered on the wisdom of teaching mathematics in English in the Philippines. Finally, the question is raised as to whether anything happening in classrooms makes a difference to national development. I answer that knowing the intricacies of instructional events is crucial for preventing misuse of the "culture" concept to rationalize the status quo in situations of inequity, particularly through false attributions of "passivity" and "concrete" thought.

68. CAOILI, Olivia R. Del Castillo (Ph. D.). "Science Policy in the Philippines: The Education and Training of Scientists and Engineers." Queen's University at Kingston (Canada), 1980. Source: DAI, XLI, 8A (February, 1981), 3714-A.

The purpose of this thesis is to examine science policies that have been pursued in the Philippines since 1946, with particular reference to the education and training of scientists, engineers and physicians, and the movement towards integrated policy-making for higher education and for the advancement of science and technology in the context of national development plans. The study looks at the unemployment and underemployment of professionals and their emigration to other countries; policy-making for higher education; professional organizations, their role in education and policy-formulation; employment of trained manpower; governmental machinery for policy-making and implementation for science and technology; and perceptions of science administrators, educators, scientists, engineers and physicians. To put matters in perspective, it was necessary to probe the history of institutions and policies in some depth.

The study found that there have been relatively few graduates in the sciences, engineering and medicine and these were concentrated in urban areas. Many faced unemployment and underemployment. This fact, and the dearth of facilities for graduate studies in the Philippines, have led many professionals to study abroad and later emigrate. With the expansion of governmental functions, universities and colleges, and growth of industry, there is increasing need for these highly qualified people.

Policies on higher education, scientific research, and economic development were adopted without much consideration for their interrelation. The pattern of relationship between public and private sectors in higher education which developed during the American regime has persisted. State support for education is concentrated at the elementary school level. Private colleges and universities provide education for most of the collegiate population. The number of state universities and colleges has been increasing; their growth has not been based on a rational plan.

College enrollment and graduates from public and private institutions have shown tremendous increases. The lack of educational planning related to economic development plans resulted in lopsided production of graduates in relation to national needs, the small number of science graduates and low academic standards of many institutions resulting in wastage of human and material resources. The 1969 Presidential Commission to Survey Philippine Education recommended policies to improve the quality of college education and attract more students in the sciences, engineering and technology. Some are now being implemented.

The rise of professional organizations of scientists and engineers followed closely the growth of higher education in the Philippines. These associations influenced government policies regulating professional practice, the establishment of the Professional Regulation Commission, creation of science agencies, etc.

The majority of scientists and engineers were employed by industry with few of them performing research and development functions. This may be attributed to the dependence of industry on foreign science and technology and the dominance of multinational corporations. Most government scientists were engaged in applied research and development; most academic scientists were occupied mainly in teaching. The National Science Development Board was organized to promote the advancement of science and technology, including development of a national program for the training and utilization of scientific and technological manpower. The study examines this agency and analyzes progress made towards unified education and science policy in the light of national goals.

Recommendations for building independent science and technology and strengthening higher education directed to the needs and conditions of Philippine society are presented. The study points out the difficulties of fostering scientific and technological autonomy in a country which relies heavily on external factors for its development; the need to critically examine national science and technology policies; how to integrate them with appropriate economic policies considering mass needs and realities of existing international relations.

69. CARLOS, Carmen Balderrama (Ed. D.). "A Study of Some Basic Guiding Principles in Teaching Selected Aspects of Elementary Arithmetic with Implications for Educa-

Carmen Balderrama Carlos

tional Practice and Teacher Education in the Philippines." Indiana University, 1958. 285 pp. Source: DAI, XIX, 11 (May, 1959), 2860-2861. XUM Order No. Mic 58-5203.

The purpose of this investigation was to study some of the basic principles underlying the teaching of selected aspects of elementary arithmetic and to make recommendations for the implementation of those that are found suitable and adaptable for use in educational practice and teacher education in the Philippines.

A checklist of generally accepted principles was worked out and submitted to a limited number of selected teachers and teacher educators to get their opinions as to the degree of relevancy and pertinence of each of the 98 principles in relation to the development of problem-solving abilities and skills in the fundamental operations. All the principles that were marked "essential" by all these people were selected for the study. The 25 principles finally selected were then used as a basis for the formulation of proposals for the improvement of educational practice and teacher education in the Philippines.

The following conclusions were derived from the findings:

1. When children enter school they have already acquired much number competency and therefore are ready to continue such learning. However, because of the wide range in amount of number knowledge of beginning children, provision should be made for differentiation in the instructional materials, procedures, and number experiences given them.

2. The inter-relationships of such factors as age, intelligence, maturation, and experiential background contribute to arithmetic readiness. Many first-hand experiences with numerical situations should be provided to promote readiness.

3. Meaning and understanding are significant readiness factors, for, when such factors are present, the child

learns more readily and retains longer what he learns.

4. The use of manipulative and pictorial materials in arithmetic helps children learn anddevelop number facts, concepts, relationships, and generalizations. These materials should be selected in terms of the principles of learning and the objectives of education.

5. The selection and adoption for use of textbooks and other printed materials should take into consideration the vocabulary and content appropriate for children of all grade and age levels.

6. The textbook should be used as a general reference book, where children can locate help in checking on generalizations or in preparing summary statements for identifying or clarifying points that are not yet understood.

7. Instructional materials could be made more effective by a well-planned system of organization and administration.

8. The meaning theory emphasizes understanding and meaning, rather than speed and accuracy.

9. A knowledge of child growth and development is of prime importance in the development of an improved arithmetic curriculum. There is a need for differentiation of instruction within the classroom through flexible grouping.

10. The type of curriculum to adopt should be the concern of each school and should depend upon existing conditions. Whatever program is used, pre-planning on the part of the teacher is almost a necessity for effective teaching.

11. The simultaneous presentation of the relationships of addition and subtraction and of multiplication and division combinations, together with the interrelationships between these processes would cut down unnecessary practice, help maintain learnings, and make it easier for children to transfer principles learned to new number combinations.

12. Judicious practice has a place in the modern arithmetic program. It should follow after meanings and understandings.

13. Evaluation should be an integral part of instruction and learning in arithmetic. It should be made during the teaching-learning process to determine how well a child is achieving and to indicate points at which he is having difficulty.

14. Varied evaluative techniques and devices should be used to make up a complete program of evaluation in arithmetic. Such evaluation should include both the "tangible" and the "intangible" aspects of learning.

15. Evaluation, to be truly effective, should be a continuous and cooperative process. Administrators, teachers, parents, and learners should have an active part in evaluating arithmetic learning.

16. It is a consensus of opinion among leaders in the field that background mathematics course in addition to a methods course is essential in teacher preparation.

17. An in-service education program cooperatively planned and executed by teachers under the leadership of the administrative and supervisory staff would promote teaching competencies.

70. CARLOS, Lourdes Balderrama (Ed. D.) "A Comparative Analysis of the Structure of Children's Oral Speech in Tagalog and English." Indiana University, 1966. 166 pp. Source: DAI, XXVII, 7A (January, 1967), 2138-A. XUM Order No. 66-12,645.

The purpose of this study was to make a comparative analysis of the structure of children's speech in Tagalog and English as native speakers use it with the aim of determining a basis for the improvement of teaching English as a second language to Tagalog speakers.

Lourdes Balderrama Carlos

The study analyzed a corpora of 500 arbitrarily selected sentences from the tape recordings of informal conversations of first grade children in Bloomington Metropolitan School System and in the Division of City Schools of Manila, Philippines. A syntactic analysis of the language sample was made to get a description of the structure of the sentence patterns in both languages. The description provided the material for the comparative analysis which was applied to identify and analyze the different problems to be met.

The comparative analysis brought to light the similarities and differences of the two languages. It has been possible to determine how Tagalog and English operate and to predict points of difficulty for Tagalog speakers when they begin to study English. Each Tagalog sentence pattern was paralleled with its English counterpart. Each sentence was treated separately and the pairing was done on the basis of translation equivalent. The results of the analysis of the compared patterns pointed out why certain difficulties occurred.

In the comparison of sentence patterns, sources of difficulties were predicted to occur where features within the sentence are absent in Tagalog, where features are absent in English, or where features are almost similar that generalization is formulated. The features absent in Tagalog but present in English included the copulative verb *be*, auxiliary verbs, obligatory number concordance, subject-predicate agreement, yes-no questions with the use of *do* and modals, and the indefinite article *a*. The features that are present in Tagalog but absent in English include Tagalog inverted order with *ay*, personal substantives in Tagalog *si*, *ni* and *kay*. Tagalog actor-focus which result in an overuse of imperatives, the first and second combinations in pronouns, use of polite markers, use of enclitics *na* and *pa*, and some lexical items as negatives, possessives and pluralization. The features in Tagalog that seem similar to those in English which result in absurd and unaltered transfers include those features usually equated with English and transferred through lexical category.

A descriptive-comparative study of Tagalog and English resulted in the identification of basic structural relationships between Tagalog and English sentence patterns as used by first grade children. The results of the study demonstrated that it is possible to predict areas of similarities and differences between Tagalog and English sentence patterns. The possibility of errors and where they will occur were drawn from the structural differences of the two languages. The areas of differences constitute the learning burden thus, until the student knows what he cannot substitute from one language to another, he will continue to base his substitution on similar structures he finds in his native language.

The results of this research must be organized into a satisfactory system for pedagogical purposes and implemented by curriculum builders and textbook writers as well upon which they can build adequate teaching materials. Teachers, however, should understand the principles upon which these materials are based for a more effective application of these principles to methods of teaching. Obviously, much more study is needed to establish the validity and levels of difficulty of the predicted areas of interference for Tagalog speakers learning English.

71. CARREON, Manuel Lingad (Ph. D.). "The Determination of the Degree of Applicability of Educational Measurements and Psychological Tests in America to the Philippines." University of Minnesota, 1923. Source: Eells, p. 120; and Published; Same Title; Yonkers-on-Hudson, NY: World Book Co., 1926; pp. 129-135.

Education as a science and teaching as a profession have never rated high. The trouble has been the lack of definite measurements for school products and pupils' abilities. But with the advent of educational and mental measurements, a new era in education began. Starting about sixty years ago with attempts to work out plans for measuring different degrees of proficiency in the various school subjects, the testing movement made but little headway. From these early experiments no lasting results were achieved. But about thirty years later, Dr. Rice, fresh from his studies in Germany under eminent psychologists, thought of introducing the new idea--that of setting up standards for performance in the common branches of school studies. This idea he carried out by making up a list of fifty words in spelling, tested school after school, and reported that pupils who spent thirty minutes a day in spelling were no better off than those who spent half that time. Severe criticisms were thrust at Dr. Rice from all sides, for school men had always considered that spelling was not to be taught for anything except mental discipline or dexterity; such a thing to them was unmeasurable. In spite of all opposition, Dr. Rice succeeded in winning such thoughtful educators as Professor Hanus of Harvard and spreading the flame of the movement. Following the trail of Dr. Rice, Professor Thorndike, ten years later, began to experiment with tests and scales to measure school achievement. The first publication of his handwriting scale in 1910 marks the real beginning of modern scientific measurement in education. Two years later, the Hillegas Composition Scale was put out, and numerous achievement tests and scales have since then been devised and standardized.

About the same year that Thorndike was constructing his handwriting scale, the French psychologist, Alfred Binet, was experimenting in a new field of measurement. With a keen psychological insight and wonderful ingenuity, he devised tests that were designed to measure, not school achievement, but general mental capacity. To him is due the greatest credit for being the leader in the second stage of the testing movement--in the realm of mental testing. Finally formulated in 1911, the Binet-Simon intelligence scale led to different revisions and extensions by prominent psycholocial investigators in America (Goddard, Terman, Kuhlmann, Herring, and a few others), and paved the way for other mental tests and scales. Then the outbreak of the World War and America's participation in the great conflict created the need for utilizing the "brain power" of the nation. Seeing this great opportunity, American psychologists offered their services to the government in the spring of 1917. Group tests following the technique previously devised by Otis were assembled and applied to large groups. These were supplemented by individual tests based upon the Binet-Simon test. The success of mental testing in the army was followed by the use of intelligence tests not only in the surveys of school systems throughout the country but also in industrial concerns and employment bureaus. Meeting a much stronger opposition than the achievement test movement, mental testing has progressed in a decade beyond expectations and has played a significant role in American public education.

Invented by Rice and placed on a firm scientific foundation by Thorndike, the measurement of school achievement as the first step in the testing process has won out. Headed by Binet and utilized by American psychologists during the World War, mental testing as the second step in the testing movement has also triumphed. Indications are that a third step is on the verge of coming into reality--the measurement of ethical, volitional, and emotional qualities.

The progress of the testing movement has been transforming the whole field of education. Grading, promotion, retardation, elimination, methods of teaching, and curriculum, teachers' training, and supervision have all been affected in some way or other. Signs of general school reorganization are in sight. School achievement and pupils' native capacities are now being measured with a good deal of accuracy. Education, now based on scientific investigation, has reached a new age.

TESTS AND MEASUREMENTS IN AMERICAN PUBLIC EDUCATION

Our studies have shown both the general and the specific practical uses of tests and measurements in American education. They started with the general value of standards and scales of measurement in any form of organization, whether educational or otherwise. They have tried to show that education is, like material production, a shaping process, one in which the mere factor of growth does not suffice to produce a superior output. They have tried further to establish a relation between the demand for such a superior product and the need for standards and scales of measurement.

The studies have described the practical uses to which tests have been put by the American public school administrator. They have illustrated the value of testing by giving the results achieved in several school systems throughout the country by the use of standardized tests. Confined to a treatment of only the most important problems in American public education, the studies have tried to demonstrate what an invaluable aid tests are to the school administrator in the solution of such educational problems as grading and promotion, retardation and elimination, methods of instruction and the curriculum, educational and vocational guidance, supervision, teachers' training, and general school organization.

THE ROLE OF STANDARD TESTS IN PHILIPPINE PUBLIC SCHOOL ADMINISTRATION

The studies have attempted to show the close resemblance between the American and the Philippine public school systems by describing the actual working of each. The studies have also drawn the comparison of school problems in the Philippines with those in America. Modeled after the American school and run on the same basis, the Philippine public school has to meet the same problems and apply the same remedies for their solution. After establishing the value of tests and measurements to American public school administration and then showing the cose relation of the Philippine public school with the American, the studies have gone on to determine the degree of applicability of tests as arranged and standardized in America to Philippine conditions.

The three preliminary studies made to ascertain this applicability lead to the following general conclusions:

1. That the criterion of discriminative capacity, so important in determining the satisfactoriness of any achievement or intelligence test, remains, as shown by the range of scores made both by such a heterogeneous group as the Minnesota students in the Delta 2 examination and by a fairly homogeneous group in the Army Alpha test on the Ohio students.

2. That the influence of education is considerably less than that of native capacity in determining success in the examination, as indicated by the difference be-

tween the scores of the city and provincial teachers of the same educational attainments.

3. That English, a language practically foreign to the Filipino, does not play so important a part as it would seem to play at first thought.

4. That tests, as they now stand, differentiate Filipinos into the usual groups of a normal curve distribution and in this respect serve the very purpose that the American administrator has found in the tests.

5. That finally, changes, if ever made, will be few and slight, and must necessarily be, not along lines affecting the use of English, but along the informational, subject-matter, and other phases of the tests; and that additional investigations have to be made to substantiate or verify the conclusions drawn from these preliminary studies, to discover the exact nature of the few changes needed and work out scientifically reliable and valid substitutes of the same difficulty to the Filipino child as the original items are to the American--changes that will do justice to the Filipino child without reducing the usefulness of the original scale.

Substantiating the findings of previous studies, later studies have demonstrated the valuable use that can be made of tests and measurements in America to solve Philippine educational problems within the local system. With discriminative capacity and other desirable aspects of standardized tests retained when these tests are applied to Filipinos, there is every argument in favor of their wide use by the Philippine school administrator and teacher.

Tests and measurements, as at present devised and standardized in America, may retain their discriminative and reliable qualities when applied to the Filipino, but such other criteria as significance and norms for comparison may not be fully met. In view of the foregoing studies there are two possible courses that the worker in Philippine educational research can follow in order to establish comparable results between Philippine and American standards:

1. The development of separate norms or equivalent stanards for the Philippines.

2. The modification of certain test items or groups, the substitution of items or tests that would be not only of real significance to the Filipino child but also of the same relative difficulty to him as the original are to the American.

These recommendations can be carried out by a wide and extensive use of the best available tests in America, the establishment of grade and age standards, the weighting of such standards for purposes of comparison with American standards, the gradual process of substitution and modification, and the final adaptation of the tests to local needs and conditions. In order to carry out these recommendations, a comprehensive testing program must be outlined, a research bureau or department organized, in the General Office of the Bureau of Education, or in the College of Education, University of the Philippines, or in both, and a corps of field workers trained to conduct the surveys and give the tests. In short, a Philippine research de novo, in the realm of educational science, such as we saw started in America some ten years ago and such as we are now witnessing under way in China--a research stretching over a period of years, beginning with tools already perfected in America and leading to the final development of Philippine tests and scales with age and grade standards, useful not only for local purposes but also for comparison with American standards--must follow these studies and other previous attempts to determine the degree of applicability of educational tests and measurements in America to the Philippines.

72. CASAMBRE, Napoleon Jiminez (Ph. D.). "Francis Burton Harrison: His Administration in the Philippines, 1913-1921." Stanford University, 1968. 250 pp. Source: DAI, XXIX, 11A (May, 1969), 3943-A. XUM Order No. 69-8162.

Napoleon Jiminez Casambre

For almost eight years, Francis Burton Harrison served as the governor-general of the Philippines. He assumed office in October, 1913, and stayed there until March, 1921. His administration was not only the longest in the history of American colonialism in the Islands, but also it was the first Democratic Party regime in the Philippines.

During his stewardship, important accomplishments were made in practically every area of development of Philippine national life. Politically, important steps were taken to prepare the Filipinos for political independence. Believing that the only way to teach them the art of self-government was to let them exercise it, Governor Harrison rapidly Filipinized the insular civil service, and even went to the extent of sharing his executive powers with the Filipino leaders in order to give them ample opportunity to conduct their own political affairs.

Substantial progress was also achieved in the field of economic development. There was a notable increase in agricultural activity. The volume and trade value of Philippine exports rose considerably, largely because of the high prices abroad. Under Governor Harrison, the government engaged in business and industry in order to serve public interest and to lay the foundations of a greater industrial development of the country. Significant steps were also taken to improve the means of transportation and communications.

Socially, there was a remarkable progress in education. The number of public schools rose considerably. Private education also expanded and became more popular. Great strides were made in the improvement of the general health conditions of the Filipinos. Both public and private agencies were mobilized to carry out the campaign for better health and sanitation among the people. Medical facilities were increased to the extent that in some remote places of the country, dispensaries were established to give medical relief to the people residing there. The progress attained in the improvement of the general health conditions of the people was reflected in the decline of mortality rate.

Equally important as an achievement of Governor Harrison's administration was the integration of the non-Christian natives into the Philippine body politic. For the first time, they were given a civilian government, in which many of their leaders were entrusted with responsible positions. In addition, the government made efforts to bring these peoples to the cultural level of their Christian kinsmen.

Although in many instances he shared the exercise of his executive powers with the Filipino leaders in the Philippine Legislature, Governor Harrison played a decisive role during his tenure. In his messages to the Legislature, he outlined legislation and defined administrative policies. He conducted frequent inspection trips throughout the country to find out for himself the problems of the people and how best the government could solve them.

The success of Governor Harrison's administration, as reflected in the accomplishments briefly mentioned in the above, could be attributed to a number of factors, one of which was the support and encouragement given to him by his superiors in Washington, particularly President Wilson. The latter assured him of his great confidence and gave him almost a free rein in the conduct of his office. Another factor was the fact that he had the support and cooperation of the preponderant majority of the Filipino people. Their leaders in the Legislature backed up his administration bills, and they saw to it that they were enacted into laws. But, perhaps, the most important factor was his sincere desire to be in the service of the Filipino people, which he believed to be the "greatest opportunity" to serve the flag of his country.

73. CASTANEDA, Esperanza Aurora G. (Ph. D.). "Survey of Philippine Educators' Views Concerning the Language Problem of the Philippines." United States International University, 1968. 248 pp. Source: DAI, XXX, 6A (December, 1969), 2242-A-2243-A. XUM Order No. 69-19,827.

STATEMENT OF THE PROBLEM

The purposes of this study were:

1. To trace the events which had bearing on the language situation in the Philippines.

2. To determine the political and societal developments which gave rise to and accompanied the growth of the language problem.

3. To analyze the opinions of present-day educators concerning the language problem.

PROCEDURE

Following a review of literature related to the language problem in the Philippines, a questionnaire was developed and distributed to Philippine educators (administrators and supervisors) throughout the country. Only 1,000 respondents or 87 per cent of the total number to whom the questionnaire was sent participated in the study. Following the tabulation, 18 tables were developed from the returns and the results were interpreted statistically.

Data from the questionnaire were analyzed to determine the most frequent comments and were reported in tables which revealed the frequency of each choice. In the first part of the questionnaire, the answers to a particular item were tallied and added. The item having the greatest total is ranked 1, 2, 3, 4, 5, and so on as the case may be. In the second part, the answers were ranked 1, 2, 3, 4, 5, 6, and so on. The rankings were tallied and added. The items with the lowest total ranking are ranked 1, 2, 3, 4, 5, 6, and so on as the case may be.

RESULTS

The survey questionnaire and the historical data supported the assumptions made in the study. The survey questionnaire showed that a great majority of the Philippine educators:

1. chose English as the most effective medium of communication and instruction.

2. suggested that English be used as the medium of instruction at all levels in spite of the vernacular being effective in increasing the rate of literacy and Philippino enhancing nationalism.

3. favored the inclusion of Spanish in the curriculum in the college level.

4. advocated a change in the present language arrangement in the schools.

5. believed that the educators should determine the language of instruction.

6. agreed that the students found the present form of Philippino difficult and confusing.

7. pointed to inadequate human and material resources as the problem in using Philippino and vernacular as media of instruction.

8. ranked extreme regionalism and lack of a representative national language as the reasons for the Philippines not solving her language problem.

9. believed that the determination of the medium of instruction is the first and direct way by which the language problem can be solved.

RECOMMENDATIONS

The recommendations and suggestions of the educators should be a guide which policy makers must study carefully. It is evident that the educators' views manifest a need for a re-evaluation and re-examination of policies if the language problem is to be solved. Such a re-examination and re-evaluation should be an honest appraisal, devoid of personal interests, extreme ideologies and colored prejudices or biases or both. This researcher cautions the Philippine government (particularly the Board of National Education) to go slow in making changes and to take into account the people's views to avoid aggravating the problem.

Since present policy is a compromise, surveys on a nationwide basis of different groups of people should be made so that the users of the language can express their preferences on the national language and the language of education. Should the emergence of a national language not be feasible because of extreme regionalism as observed by the educators, then English is highly recommended as the national language and the language of education, government, business, industry, commerce and communication. Philippine nationalism must be forward-looking. A well-educated citizenry in an accepted international language is a better asset than the mere possession of a common language. It is a more laudable expression of nationalism.

74. CASTANO, Paulina Maglaque (Ed. D.). "Development of Techniques and Procedures for Evaluating the Objectives of the Sixth Grade Science Program in the Elementary Schools in Manila." University of Florida, 1967. 327 pp. Source: DAI, XXIX, 1A (July, 1968), 180-A-181-A. XUM Order No. 68-9518.

Purpose

The primary purpose of this study was to develop techniques and procedures for evaluating growth towards the objectives of the sixth grade science program in Manila.

Procedure

The study involved four major steps:

1. Statement of the major goals for science teaching found in the Philippine Course of Study and comparison of these goals with those found in the literature of the United States.
2. Formulation of a set of goals for the sixth grade science program in Manila and translation of these goals into specific content and pupil behavior objectives.
3. Survey and study of evaluation techniques and procedures found in the literature and research.
4. Development of instruments and techniques for appraising the growth of pupils toward the contest and behavior objectives.

Findings and Conclusions

A comparison of the general goals suggested in the Philippine Course of Study with those found in the literature of the United States show that two of the five general goals in the Philippine Course of Study were among the widely accepted science goals in the United States. The other goals were found to be only a small part of the comprehensive listing of understandings, attitudes, interests, and appreciations that have been proposed in the United States literature.

Greater emphasis needs to be placed on the development of additional desirable behavior goals.

Numerous devices, techniques, and procedures suggested in the literature and research were found useful. From these, instruments and techniques were developed which will be available to sixth grade teachers when they teach the units.

No one type of procedure was found to have a monopoly of advantages for the purpose of securing evidence of a particular behavior. Each device or procedure has its own merit.

Although a great variety of techniques and procedures for appraising behavioral outcomes are not available, it is recognized that for measuring certain desired outcomes present devices are still inadequate.

Recommendations

1. There is need for setting up broader objectives for the science program in Manila and for placing greater emphasis on the development of behavioral goals.

2. The Philippine Course of Study would be more helpful to teachers if it included the specific content and behavioral objectives; new science knowledge and developments; adequate and suitable activities; and appropriate devices and procedures for evaluating the objectives.

3. In-service programs would help teachers define and

clarify the behavioral objectives; plan and discuss appropriate activities; construct tests and other devices that will show the influence of science teaching upon pupil behavior.

4. An evaluation plan covering at least several, if not all grades in the school system and involving the coordinated efforts of several, if not all teachers is a necessity.

5. Additional attention and effort needs to be directed toward simplification of records without sacrificing the primary requirement that they give an accurate description of the significant reaction which took place.

6. The evaluative devices and methods of appraisal proposed in this study should be introduced only as rapidly as they can readily be assimilated and used by the teachers.

7. The major suggestion for additional study is the refinement and validation of the evaluative devices and procedures developed in this study.

8. Continued effort is needed for expanding the scope of science evaluation in the elementary schools in Manila. Research needs to continue on improving procedures for identifying and describing other significant behavior objectives; in unearthing more valid, reliable, and practical devices and techniques than those now available for assessing these objectives; and in determining effective ways of integrating the results of these appraisals into a comprehensive evaluation of a pupil.

75. CASTELO, Lutgarda Mendoza (Ed. D.). "Structural Differences Between English and Tagalog Verbs: A Study Designed to Improve the Teaching of English to Advanced Filipino Students." Columbia University, 1962.

Lutgarda Mendoza Castelo

97 pp. Source: DAI, XXIV, 12, Part 1 (June, 1964), 5398-5399. XUM Order No. 64-4302.

The main assumption on which this study is based is that deviations in verb usage committed by advanced Filipino speakers of English are traceable to the structural differences between the verb systems of English and Tagalog. "Deviations" in this study consist of those differences between the Filipino usage specified and the norms of English usage, which when observed by educated native speakers of American English, are generally referred to as "mistakes." This assumption is tested against the evidence of actual usage in the personal letters comprising the corpus of this study.

The three-fold purpose of this study is:

1. To describe and contrast the verb systems of English and Tagalog.
2. To determine to what extent the differences in verb structures are reflected in the nature of mistakes committed in everyday usage.
3. To derive implications for the improvement of teaching English to advanced students encountering this difficulty.

From 300 letters written by 80 college educated Filipinos currently active in various academic and professional activities, the mistakes in verb usage are tabulated and classified. The verb usage of the subjects is checked against American English usage sanctioned by a long line of authorities on living accepted American English. A point by point analysis and contrast of the verb structures reveal the sources of conflict between the two languages and account for particular mistakes in the Filipino learner's usage.

Special difficulty relates to the following usages:

1. Sequence and unity of tense.
2. Use of simple and perfect tenses and of simple and progressive forms.

3. Verb substitution.

4. Verb-subject agreement when expressions intervene between the two structures.

5. Use of unmarked verb forms following have and certain other verbs and also following statement patterns introduced by that.

Specific implications from the study are:

1. Unity and sequence of tense, being in the highest rung of difficulty, deserves more informed and directed practice than is usually given this phase of verb usage.

2. The verb forms oriented to the two time axes of the English verb as distinguished from those of Tagalog, which are oriented to only a single axis, need more emphasis.

3. Verb substitutes and the unmarked form of certain verbs following have and statement patterns introduced by that, may be employed more frequently in everyday usage.

4. Constructions containing intervening expressions between verb and subject need to be internalized in the early stage of instruction.

The general implication is that a descriptive-contrastive study of specific features of the native and of second language in relation to actual usage, presents to the teacher a realistic picture of the problems that actually confront students in certain levels of language learning and provides a scientific basis for the preparation and presentation of teaching and testing materials.

76. CASTILLO, Gelia Tagumpay (Ph. D.). "A Study of Occupational Evaluation in the Philippines." Cornell University, 1960. 155 pp. Source: DAI, XXII, 2 (August, 1961), 666-667. XUM Order No. Mic 61-1422

Gelia Tagumpay Castillo

The purpose of this study is to investigate occupational evaluation in the Philippines. In order to accomplish this purpose, four related aspects of occupational evaluation were examined:

a. Nature of the occupational hierarchy in the Philippines which results from subjective evaluations.

b. Extent to which occupational evaluation in the Philippines is typical or atypical in comparison with other societies.

c. Extent of agreement in the occupational evaluations made by different groups of subjects.

d. Concomitants of differential evaluation of occupations.

Hypotheses and propositions to examine this aspect of the problem were derived from Kingsley Davis and Wilbert Moore's "Principles of Stratification" and E. T. Hiller's "General Characteristics of Vocational Statuses." These two theories were chosen because they are contradictory in certain respects and part of the objective of the study was to find out which of these two theories more nearly explains occupational evaluation in the Philippines.

Thirty-five hypotheses and propositions were formulated to examine these four aspects of the problem.

Methodology

The questionnaires used in this study were administered to 476 Filipino high school seniors. The subjects were asked to rate 25 occupations according to prestige and income. Nineteen occupations were rated according to their importance to the functioning of society. They were also asked to check the occupations which they would be willing to consider if the occupations were available to them. Mean ratings were computed for each occupation and were used for ranking the occupations. To test the hypotheses, the statistical tests applied were: Kendall's rank correlation and partial rank correlation coefficients, chi square test, and t test of significance of the difference between two means, two proportions or two standard deviations.

Findings

1. The occupational hierarchy in the Philippines consists of the professions and other white-collar occupations at the upper level and blue-collar occupations at the lower level.

2. In general, there is a high degree of consensus in the occupational ratings. This probably indicates a relatively standardized frame of reference for evaluating occupations.

3. Cross-cultural comparisons show high positive relationships between occupational rankings in the Philippines and those found in other countries. However, there are marked differences in the rankings of some occupations.

4. Male-female, rural-urban, and adolescent-adult comparisons of occupational ratings indicate a high degree of agreement.

5. There is little evidence of occupational bias in rating occupations. Actually the reverse tendency was observed. Subjects who come from farming and blue-collar occupational backgrounds tended to rate the professions and other white-collar occupations more favorably than those subjects who come from professional and white-collar backgrounds.

6. Occupational prestige is highly correlated with functional importance, occupational income, and occupational inclination. Occupational income seems to have no relationship to functional importance which could not be accounted for by prestige. Occupational prestige and income are positively related regardless of functional importance. Prestige seems to explain more of the variation in occupational inclination than either functional importance or income. However, functional importance and occupational inclination are still related even after the effect of prestige has been partialled out.

To a certain extent, the following factors revealed some degree of association with occupational prestige and income: conditions of work, values promoted by the occupation, level of training required for the occupation, and occasions for ceremonialism which an occupation provides.

Analysis of the fourth aspect of the problem indicated that neither Davis and Moore's theory nor Hiller's theory has been sufficiently substantiated by the data. However, on the basis of findings in this study, a tentative explanation of occupational evaluation in the Philippines is offered for further investigation.

77. CATEDRAL, Alfredo Perla (Ed. D.). "A Plan for Developing an Organized Guidance Program at the Central Philippine College, Iloila City, Philippines." Teachers College, Columbia University, 1949. Source: Eells, p. 120; and TCCU DIGESTS (1949), pp. 100-101.

This project has presented a plan for developing an organized guidance program at the Central Philippine College, Iloilo City, Philippines, an institution that was totally devastated during the recent war. The College has elementary and secondary school departments, but this project limits itself to the collegiate department only. However, the long range guidance program will ultimately include both these lower departments.

The factors that may affect the effective functioning of the guidance services are analyzed and described, such as the Filipino way of life, the educational conditions in the Philippines, the College mores, the guidance resources of the College and the community, and the problems of organization and administration.

Student needs have been studied by the questionnaire method. The resources of the College and community have been studied by means of letters and questionnaires sent to the present and former responsible College staff members, as well as through documentary research.

The basic needs of Central Philippine College students were found to be:

1. To feel at home in the college setting.

2. To find intellectual stimulation.

3. To find expression in extra-class activities.

4. To be healthy.

5. To be satisfactorily housed.

6. To have or earn economic support.

7. To meet personal and emotional problems on more mature levels.

8. To develop appropriate educational and vocational plans.

9. To find and practice constructive roles and to develop skills in interpersonal and group relations.

The author's recommendations include practical proposals for immediate adoption as well as a long term program in the following guidance services:

1. admission policies
2. orientation
3. counseling
4. organized group activities
5. financial aid and placement
6. vocational and educational guidance
7. health
8. housing
9. religion
10. college-community activities
11. continuing research and evaluation.

The writer holds that any type of guidance service that may be set up at the College must be decided upon by the administration and faculty; and that every member of the staff should have a share in the total guidance program.

The basic principle adhered to in the project is the development of an organized guidance program at the College that is not prescriptive but aims at progressive ability for self-guidance. It is found that the adaptation and application of guidance principles to a specific educational institution with its unique needs and resources present many fascinating and challenging problems, with an extensive opportunity for research and evaluation programs. By virtue of its methodology and wealth of detail, the study may prove useful to those facing similar problems of reconstructing and modernizing educational and other service institutions in war-devastated areas.

78. CHAMBERS, R. Fred (Ph. D.). "Central Philippine College: An Historical Study in the Light of Philippine Historical and Cultural Background." University of Colorado, 1947. 347 pp. Source: Author.

TABLE OF CONTENT

INTRODUCTION

PART I PHILIPPINE BACKGROUND

I. Some Descriptive Facts about the Philippines
    The Visayas
    Iloilo: Province and City

II. Historical Background
    Before the Spanish Came
    Spanish Conquest and Influence
    Growth of the Spirit of Revolt
    Jose Rizal
    Katipunan
    Aguinaldo Leadership
    Advent of the Americans
    Why the Americans Remained
    First Philippine Commission Establishes Peace
    Second Commission Establishes Civil Government
    Campaign for Independence, 1913-1935
    Economic Influences in Achieving Independence
    Manual Quezon
    Hare-Hawes-Cutting Act
    Tydings-McDuffie Act

- Commonwealth Constitution
- Philippine Commonwealth, 1935-1941
- Summary

III. Socio-Economic Background
- Socio-economic Results of Spanish Rule
- Agrarian Discontent
- Benevolent Economic Assimilation
- American Improvements
- Socio-economic conditions on Eve of War, 1941
- Classes
- Summary

IV. Religious Background
- Why Roman Catholicism Came to the Philippines
- Methods Used to Establish Roman Catholicism
- Nature of the Work
- Results of Roman Catholic Control
- Filipino Reaction to the Friars
- Roman Catholicism under American Regime
- Aglipayanism
- Why Protestantism Came to the Philippines
- Introduction of Various Denominations
- Causes for the Growth of Protestantism
- Protestant Unification
- Development of Independent Churches
- Summary-Protestant Growth and Importance
- Summary

V. Educational Background
- Education in the Philippines under Spanish Regime
- Spanish and Friar Attitude Toward Education
- Filipino Attitude Toward Education
- Advent of the American Educational System
- Progress Following American Occupation
- Four Periods of Development
    - First Period, 1898-1910
    - Second Period, 1911-1925
        - The Monroe Survey--Some Major Problems
    - Third Period, 1925-1935
    - Fourth Period, 1935-1941
- Summary and Evaluation of Public Education
- Development of Private Education
    - Corporation Act No. 1459
    - Private School Act No. 2706
    - Progress of Private Education

R. Fred Chambers

Summary and Evaluation of Private Education
Education-Summary

PART II CENTRAL PHILIPPINE COLLEGE

I. Baptist Beginnings in the Philippines
    - Why the Baptists Came to the Philippines
    - Roman Catholic Opposition
    - Baptist Missionary Re-enforcements
    - Philippine Baptist Conference
    - Presbyterian Ambitions
    - W.O. Valentine Founds Jaro Industrial School
    - Moves to Officially Establish the School
    - Jaro Industrial School Opens, 1905
    - Jaro Industrial School, Republic
    - Early Success and Prestige

II. Jaro Industrial School, 1905-1923
    - Administration
    - W.O. Valentine, First Principal
    - Filipino Colleagues
    - Curricular Development
    - Physical Growth
    - Financial Situation
    - Catholic Opposition

III. Junior College, 1923-1938
    - Establishing the Junior College
    - H.F. Stuart, First President
    - A.E. Bigelow
    - Progress in Devolution
    - Filipino Colleagues
    - The Junior College Development
    - Physical Growth
    - Financial Situation
    - Catholic Opposition

IV. Senior College, 1938-1941
    - Establishing the Senior College
    - Organization and Administration
    - F.H. Rose
    - Filipino Colleagues
    - Curricular Development
    - Physical Growth
    - Financial Situation

R. Fred Chambers

The Second President
    Reasons for Appointment
    Aims of the New President
    Inaugural Conference: "Human Engineering"
    Carrying out the Aims
        Faculty Improvement--Improving Public
            Relations--Funding the Debt--Alumni Work--
            Cooperation with Other Colleges--Offer
            from Capiz' Governor--Counseling--the
            Library
Catholic Opposition
Summary, 1938-1941 Period

PART III SUMMARY AND CONCLUSIONS

Background--General Summary
Summary--Central Philippine College
Conclusions: Influence of Background
Conclusions: Central's Contributions

BIBLIOGRAPHY

APPENDIX

79. CHAULS, Donald S. (Ed. D.). "Planning and Developing the Philippine Population Education Program: An Advisor's Perspective." Harvard University, 1973. 363 pp. Source: DAI, XXXV, 1A (July, 1974), 94-A. XUM Order No. 74-11,315.

At the request of the Philippine Bureau of Public Schools, I went to Manila in October 1971 to serve as population education consultant to the Bureau. As originally envisioned, my major task was to conduct a series of population education training courses in teacher training institutions to complement an existing elementary and secondary level population curriculum development effort.

However, upon arrival it became clear that a more important task for the future of population education in the

Philippines was to assist in the formation of a broader-scope program which would combine the efforts of two major population education projects currently in operation--the Bureau of Public Schools and Philippine Women's University. Their competing efforts were bound to conflict if each continued to develop its project in isolation from the other. A previously-expressed interest by the Department of Education to develop an all-encompassing program, plus the willingness of UNFPA and Unesco to provide financial and technical support, provided the opportunity to solve this problem.

I was able to serve as catalyst in getting the various parties concerned to work together in the development of a plan for an overall program. A proposal was prepared by a planning group for submission to the UN agencies establishing the Population Education Program (PEP). Each of the existing projects agreed to phase out its activities and cooperate in conducting the PEP.

The PEP is a five-year program of the Department of Education aimed at introducing population education into the elementary, secondary and teacher training curricula. Materials are to be developed to integrate population concepts in five subject areas--social studies, science, math, health and home economics. Approximately two-thirds of all elementary teachers and one-fifth of all secondary teachers in the country will receive one week of intensive population education training. Subject area supervisors and instructors of teacher training institutions--who will conduct the in-service and pre-service training of teachers--will each receive six weeks of training in order to develop their competence in this area. In order to support and continually improve the curriculum and training aspects of the program, a major research and evaluation program is being established.

After assisting in the initial planning of the PEP, I conducted a six-week intensive training course of the program's future staff. In this training I stressed three things: population content, a more discovery-oriented methodology, and theoretical and practical aspects of population education. The evaluation of this training program suggested that it helped the staff to become better capable of conducting the PEP's future activities.

Donald S. Chauls

For the last six months of my thesis-project, I served as general consultant to the PEP during its initial operations. The major activity of this period consisted of the preparation of curriculum materials for elementary and secondary levels. The curriculum development model we are using is one which places maximum emphasis on the quality of the initial materials. Training and research/evaluation activities were largely in planning stages during this period.

My relationship with the staff, both during the planning of the PEP and its initial operation, is described as 'colleagueal' rather than 'advisory.' I felt that my role as a foreigner was to serve as catalyst rather than doer. My suggestions were largely non-directive in nature.

The Final Analysis Paper which concludes this thesis-project opens with an overview outlining the various aspects of my activities, including the manner in which I was able to alter the project's focus. In the next chapter I explain my concept of advising and note how this affected my accomplishments. In chapter three, I describe and analyse both the process of planning which we underwent and the PEP plan itself. The next four chapters cover different aspects of PEP plans and activities--organization/administration, curriculum, training, and research/evaluation. The chapter on training also includes a detailed description and analysis of the preparation for, conduct of, and evaluation of the training program for PEP staff which I conducted. A final chapter attempts to derive generalizations of wider significance--conclusions one might draw from the PEP experience which could be applicable in other population education or other educational planning circumstances. The fact that the Philippine Population Education Program is the world's first reasonably comprehensive national population education program increases the significance of these conclusions.

80. CHU, Yu-Kuang (Ph. D.). "Some Problems of a National Education in China: A Study in the Light of Comparative Education." Teachers College, Columbia University, 1933. 394 pp. Source: Eells, p. 72; and Pub-

lished, Shanghai: Commercial Press, 1933; pp. ix-xiii, 3-5, 379-381.

CONTENTS

CHAPTER I. INTRODUCTION 3

A. Purpose of the Study 3

B. The Comparative Method and Point of View . 5

C. A Long-Term Program for Education Reconstruction 10

CHAPTER II. SOCIAL PURPOSES OF EDUCATION 11

A. Historical Background 11

B. Fundamental Issues 20

C. Comparative Study of Social Purposes of Education 21

1. England 21
2. The United States of America 26
3. Germany 31
4. France 34
5. Russia 37
6. Italy 41

D. Suggestions for China 45

CHAPTER III. DISTRIBUTION OF EDUCATIONAL OPPORTUNITY 52

A. Historical Background 52

B. Crucial Problems 71

1. Universal Education 73

a. The Problem in China 73
b. Comparative Study 75

- 1. Extension with Due Consideration of Social Factors: the United States 76
- 2. Extension Without Sufficient Consideration of Social Factors: the Philippine Islands . 79

c. Suggestion for China 81

2. Selective Education 84

a. The Problem in China 84
b. Comparative Study 85

- 1. Selection Without a Conscious Principle: The United States . 86
- 2. Selection Based upon a Conscious Principle 91
    - a. Germany--Principle of Individual Merit 91
    - b. England--Combined Principle of Class Distinctions and Individual Merit . . . 95
    - c. Soviet Russia--Principle of Economic Class Distinctions 97

c. Suggestions for China 98

3. Balance Between Universal and Selective Education 103

4. Equalization of Financial Burdens . . . 110

CHAPTER IV. CHARACTER OF THE EDUCATIVE PROCESS . . 112

A. Historical Background 113

B. Present Problems 123

C. Values and Dangers of Modern Academic Education 126

D. Values and Weaknesses of Education for Literacy 131

E. Values and Limitations of Political Education 134

F. Values and Perils of the Revival of the Examination System 138

G. A New Approach to Educational Reconstruction 142

    1. Practical-Activity Approach Versus Subject-Matter Approach 142
    2. Illustrative Examples of the Practical-Activity Approach: India, Russia, Mexico, China 146

CHAPTER V. ORGANIZATION OF THE EDUCATIONAL SYSTEM 158

A. Historical Background 158

B. Comparative Study of School Systems of England, France, Germany, and the United States 167

C. Factors in the Chinese Situation Affecting the Organization of the Educational System 177

    1. Economic Factors 177
    2. Educational Factors 181
    3. Social and Cultural Factors 185
    4. Environmental Factors 189

D. The Present Educational System in China Considered in Relation to the National Situation and Suggested Modifications . . 192

    1. Elementary Education 192
    2. Secondary Education (Selective) . . . 201

        a. Junior Middle School 202
        b. Senior Middle School 203

    3. Higher Education (Selective) 206
    4. Pre-School Education 209
    5. Mass Education 209

- 6. Occupational Education 212
- 7. Social Education 222
  - a. National Publishing House 224
  - b. National Motion-Picture Studio . . 225
  - c. National Dramatic and Musical Institute 226
  - d. National Radio-Broadcasting Station 226

CHAPTER VI. CONTROL OF EDUCATION 231

- A. Historical Background 231
  - System of Educational Administration Under the National Government 237
- B. Present Status and Problems 245
- C. Education and Politics 246
  - 1. The Problem in China 246
  - 2. Comparative Study 247
    - a. Separation of Education from Politics 247
      - 1. Through Independent Administrative Machinery: the United States 247
      - 2. Through Tradition: England . . 250
    - b. Education Dominated by Politics: Russia 253
  - 3. Suggestion for China 256
- D. Education and Popular Control 278
  - 1. The Problem in China 278
  - 2. Comparative Study 279
    - a. Popular Control of Education: the United States 279
    - b. Lack of it: France 284

3. Suggestion for China 288

CHAPTER VII. SYSTEM OF EDUCATIONAL ADMINISTRATION. 298

A. Degree of Centralization of Educational Administration 298

1. The Problem in China 298
2. Comparative Study 299

a. Highly Centralized: France . . . 299
b. Highly Decentralized: England . . 303
c. Decentralized as a Nation with a Tendency Towards Centralization in the Local Unit: the United States of America 308
d. Centralized in "Externa" but Decentralized in "Interna": Germany. 312

3. Suggestion for China 319

B. Control of Private Schools 329

1. The Problem in China 329
2. Comparative Study 337

a. Minimum Freedom Given to Private Schools: France 337
b. Maximum Freedom Given to Private Schools: England 338

3. Suggestion for China 341

CHAPTER VIII. TRAINING OF TEACHERS 345

A. Historical Background 346

B. Present Problems 351

C. Comparative Study 353

1. French Conception of Teacher Training . 353
2. German Conception of Teacher Training . 357

D. Suggestion on the Nature of Teacher Training in China 366

Yu-kuang Chu

E. Suggestion on In-Service Training of Teachers in China 375

RETROSPECT 379

REFERENCES 383

81. CHUNG, Lilia Ines F. Hernandez (Ph. D.). "Peninsular Prose Fiction of the Philippines, 1859-1897: Fact in Fiction." Syracuse University, 1969. 240 pp. Source: DAI, XXX, 10A (April, 1970), 4402-A. XUM Order No. 70-1944.

The *peninsulares* formed an important segment of Philippine society. The novels and *novelitas* they wrote are part of Philippine literary history and are excellent sources for social studies of the era. Yet the study of this body of literature has been largely overlooked or neglected. The reason for this neglect lies perhaps in the non-existence of a working bibliography on nineteenth-century prose fiction, the difficulty of the acquisition of materials for study, and nationalistic motives that understandably prefer, where Philippine literature is concerned, the study of Filipino to Peninsular authors.

A bibliographical search has revealed novels and *novelitas* written by *peninsulares*. Such narratives are the primary concern of this dissertation which analyzes them for insights into Philippine culture reflected through cultural symbolism. These insights were checked against nonfiction sources consisting of generally accepted nineteenth-century histories, travel books, and journals. A secondary aim is the presentation of a bibliography of Peninsular prose fiction of the Philippines.

The narratives have been classified according to types and presented in chapters titled accordingly: The Novel of Adventure *Costumbrista* Literature, and Instructive Prose Fiction. A historical background is provided in the first chapter; a final chapter presents conclusions. An annotated bibilography on Peninsular prose fiction is found in Appendice B.

The analyses of cultural symbolism in the novels and novelitas revealed views of urban nineteenth-century Philippine life: insights into the racial tensions between the Peninsular, the hijo del pais, the mestizo, and the Filipino; the divisive nature of Philippine society; racial prejudices and its varied manifestations; differing views on the Filipino and the Spaniard; attitudes towards intermarriage and customs; the mestizo's search for a social foothold among the elite and theories on Man's relationship to nature and God. Despite occasional sentimentalization and stereotyping, the observations of the peninsulares concur with those of nonfiction writers of the same century.

Notwithstanding the inhibiting factors of censorship and prestigio de la raza, peninsulares voiced their concern during a period of social and political change. These concerns centered on the role of the Spaniard in Philippine life, the problem of the restless mestizo, the moral tone of the elite, the various concepts of prestigio de la raza, the education of women, the church-state tensions, customs of the Filipinos, mestizos, hijos del país, and the Moro problem.

The mainstreams of literature are represented in this body of literature. The majority of the narratives, however, reveal eclectic tendencies. Generally romantic in broad outline, the narratives incorporate realistic descriptions, shun historical for contemporary times and events and derive problems and arguments from nineteenth-century Philippine life.

82. CINCO, Ma. Elena Seno (Ph. D.). "Leadership Behavior, Organizational Climate and Productivity of Catholic Secondary Schools in Mindanao, Philippines." Fordham University, 1975. 255 pp. Source: DAI, XXXVI, 8A (February, 1976), 4892-A-4893-A. XUM Order No. 76-4175.

Ma. Elena Seno Cinco

This study determined and compared the perceptions of principals and teachers with respect to the principal's leadership behavior and organizational climate of Catholic secondary schools in Mindanao, Philippines, and ascertained the educational productivity of the schools as determined by the students' achievement on the 1973 Philippine National College Entrance Examination (NCEE). For this purpose, the computations of means and standard deviations, the t-test, and the one-way classification of the analysis of variance were employed. The study likewise ascertained whether significant relationships existed among the dimensions of leadership behavior and organizational climate as perceived by principals and teachers, productivity as determined by the NCEE scores, and each of the following control variables: education, experience, age, sex, and school size. For this purpose, the Pearson product moment correlation coefficient was used. Lastly, the study determined whether significant multiple correlations existed between the criterion of productivity and the predictors of initiating structure, consideration, climate openness, and school size; and it further ascertained the respective multiple regression equations for predicting the criterion of productivity and the abovementioned predictors.

The sample was composed of 73 Catholic secondary schools of the three regional units of the Catholic Educational Association of the Philippines in Mindanao. The subjects of the study consisted of 73 principals and 219 teachers. The three instruments used were the Leader Behavior Description Questionnaire (Halpin, 1957); the Organizational Climate Description Questionnaire (Halpin, 1966); and the National College Entrance Examination (1973).

The following were the major conclusions of the study:

1. Apparently there was no substantial congruency between the principals and teachers with respect to their responses on the principal's leadership behavior and the school's organizational climate.

2. There were more ineffective than effective principals in the study.

3. The hypothesis of the study was supported by the sta-

tistically significant relationships between leadership behavior and organizational climate, and between leadership behavior and productivity; however, the hypothesis was partly rejected by the non-significant relationship between productivity and organizational climate, except its positive but negligible relationship with the organizational climate, consideration. In this study, therefore, organizational climate was not an important factor in the educational productivity of the 73 Catholic high schools in Mindanao.

4. It was also concluded that initiating structure was the single predictor which contributed most to the prediction of the criterion of productivity, and school size, the least.

The following recommendations were suggested as possible courses of action:

1. The implementation by the Bureau of Private Schools of concrete ways and means for a regular diagnosis of the schools' internal and external functionings so that dysfunctional aspects could be immediately corrected and remedied; and for relating these functionings to a high degree of educational productivity so that organizational competence and effectiveness may be achieved in Philippine schools.

2. The establishment by school heads of immediate and long-range goals for the improvement of educational leadership and school climate; the establishment of workable programs for the preparation and training of future school administrators, and in-service training for incumbent administrators; and the selection and recruitment of competent principals imbued with human relations skills.

3. The development by school leaders of a high quality of interpersonal relations with superiors, peers, staff, students, and the community and the holding of frequent dialogues with them in the spirit of Vatican II to achieve openness of heart and to minimize conflict.

The following were recommended for future research:

1. A study to determine the effectiveness of the educational changes advocated by the Presidential decrees under Philippine Martial Law.

2. A replication of the study using the following reference groups: public and private schools; sectarian and non-sectarian private schools; urban, suburban and rural schools; Catholic schools directed by male religious and schools directed female religious; and Catholic and non-Catholic schools.

3. A replication of the study in the elementary and college levels.

83. CLAVERIA, Orlando B. (Ph. D.). "The Role of the Regional Center for Educational Innovation and Technology, Manila, Republic of the Philippines, in Promotion of Educational Change in Selected Southeast Asian Countries." Southern Illinois University at Carbondale, 1979. 182 pp. Source: DAI, XL, 8A (February, 1980), 4319-A. XUM Order No. 8004033.

The purpose of this study was to describe the role of the INNOTECH "Three-Month Training Program" in promotion of educational change in Indonesia, Malaysia, the Philippines, Singapore, and Thailand.

A training program in educational planning, problem-solving, and the application of innovative change strategies was conducted by the Regional Center for Educational Innovation and Technology (INNOTECH), one of six centers established by the Southeast Asian Ministers of Education Organization (SEAMEO), to prepare key educators as change agents in the educational development of eight countries--Indonesia, Cambodia, Laos, Malaysia, the Philippines, Singapore, Thailand, and the former South Vietnam. The key educators from each country were the target population of the training program in order to provide a corps of change agents internal to the education systems.

The training program which was of three months duration was offered three times a year, and between 1971 and 1977, the period of coverage of this study, graduated a total of 396 trainees. Only 245 training participants from Indonesia, Malaysia, the Philippines, Singapore, and Thailand were surveyed due to the inaccessibility of the three Indo-China countries.

The study, an evaluation of the Three-Month Training Program, was made for the purpose of finding out the impact of the training program on the educational activities of the alumni from the five countries. The study, therefore, sought to determine the expertise acquired by the participants from the training program, their involvement in their home country educational development, the impact of the alumni expertise acquired from the training program on the educational development activities in their home countries, the constraints they met in the application of their expertise, and their recommendations for the improvement of the training program in reference to their needs in terms of expertise necessary in educational development.

The evaluation study was a five-country survey of the beliefs and effects of two groups; the alumni themselves and their colleagues in the ministries of education.

The conclusions were that the training program had attained its objective of providing the participants with skills and expertise in educational planning, educational problem-solving, and application of innovative change strategies; that the alumni of the training program were involved in national educational development activities where they had the opportunity to apply their training skills; that there were constraints in the application of their skills and expertise due to the nature and conditions of training in and of decentralized educational systems of the participating countries; and that the training program, while it succeeded in achieving its objective, should now address the needs that emerged in the light of continuing educational development.

It was recommended that the Three-Month Training Program should continue to cater to the skills and expertise needs of the SEAMEO member countries by redirecting its training program curriculum and approaches to the new educational development needs of the Southeast Asian region.

84. CLEMENTE, Patrocinio Ablola (Ed. D.). "A Proposed Program of Special Education for the Young Adult Educable Mentally Retarded in the Philippines." Ball State University, 1969. 204 pp. Source: DAI, XXX, 9A (March, 1970), 3669-A. XUM Order No. 70-5258.

The primary purpose of this study is to develop a program of special education in the Philippine public secondary schools for the educable mentally retarded. The secondary purpose is to suggest ways and means by which administrative problems might be met. These problems include the establishment of criteria and provisions for admission and transfer to special classes; the provision for necessary instructional facilities and supplies; the need for guidance and psychological services; and the need for personnel employed in the program. This program was validated by two methods: through pertinent literature and an opinion questionnaire.

A descriptive-comparative type of research was used and the statistical measures used were classification, tabulation and computation of percentages. Special education plans for the mentally retarded of 20 states were used to ascertain various organizational and administrative practices. Data were also obtained from opinions, interpretations or observed situations and contents of pertinent literature. A questionnaire developed from these data was used to obtain opinions concerning the experience of the respondents and to determine recommendations by authorities for administering a special education program for the young adult mentally retarded. This instrument was sent to directors, coordinators, supervisors, and instructors of special education. Part of the findings showed general agreement that the educable mentally retarded be placed in a secondary school program; quality rather than certification of teachers appears to be the biggest problem in most of the programs; and there is no single form of organizational and administrative program in the different states but they parallel each other in terms of the basic contents of a program.

Important events and elements that have shaped the Philippine educational system were presented to better understand and more accurately interpret what was attempted in this study. The Philippine educational system was also discussed which included the constitutional basis of education, the fundamental objectives of education, the Department of Education, the Bureau of Public Schools and the public secondary schools. Descriptions of special education programs for the mentally retarded in different countries, including the Philippines, were given for comparative purposes. The recommendations of the 23rd International Conference on Education concerning the organization of special education and for international cooperation were also given.

The proposed program was developed around the objectives set by the Education Policies Commission for all children and to specific objectives of secondary education set by the Philippine Board of National Education. The program was divided into three parts: organization and administration, curriculum and psychological testing and counseling of the mentally retarded. The curriculum discussed was limited to the skills, concepts and generalizations and information that has been selected, developed and organized by the Bureau of Public Schools. This was stated in Department Order No. 1, series 1957, titled the Revised Philippine Educational Program. Emphasis was particularly given to work-experience or vocational education for the boys and home economics for the girls as a step towards earning a living in the vocations of their choice following graduation from high school.

It was recognized that this program, like any other program, is beset with many problems related to the organization, establishment and functioning of the program. Research and continuous evaluation of the various aspects of the program will provide the answers to some of the aforementioned problems. Recommendations were given for further program improvement.

85. CLEMENTE, Tito Agcaoile (Ph. D.). "Comparative Study of the Vocabularies of Philippine and American Readers for the First Grade." Columbia University, 1937. 117 pp. Source: Eells, p. 120; and Published; Same Title; Manila, Philippines: Carmelo & Bauermann, Inc., 1937; pp. 69-74.

SUMMARY AND CONCLUSIONS

The present study represents an attempt to compile a reading word list suitable for use in the first grade of the Philippine public schools and to determine whether there are any significant differences between the vocabularies of the Philippine and American first-grade readers.

An actual count of the frequencies of each word in sixteen first-grade readers was made. Five of these readers have been written especially for Filipino first-grade children, and eleven are American readers, six of which are being used as supplementary readers in the first-grade in the Philippines. These six readers, together with the first five, constitute nearly all the reading materials that Filipino children in the first-grade are required, or have ever occasion, to read. They were used in this study as sources for the compilation of the reading word list. The remaining five American readers have been included in this study for purposes of comparison. In order to have a representative sampling of American readers for the first grade, they were picked at random from the shelves of readers in the Textbook Library of Teachers College, Columbia University.

In this study the statistical measures employed are the average, critical ratio, and rank-difference correlation.

In comparing the two groups of readers, eight criteria were used; namely, number of different words, number and percentage of words occurring only once, number and percentage of words occurring ten or more times, number of running words, average repetition per word, vocabulary load, and number and percentage of common words. Besides these, the readers were also compared in respect to the nature of words occurring only once, to the nature of "uncommon" words, and to the relationship of the frequencies of common words.

For measuring the appropriateness of the vocabularies of the two groups of readers, the Thorndike's and Gates' Word Lists were used.

Under the conditions in which this study was prosecuted, the following conclusions seem justifiable:

1. That, with few exceptions, the vocabularies of the Philippine and American first-grade readers, each taken either as a group or separately as primers and first readers, do not differ very significantly in respect to the number of different words introduced in them, to the number and percentage of important words and of words occurring only once or ten or more times, to the number of running words, to the average repetition per word, and to vocabulary load. This means that the vocabularies of the Philippine first-grade readers have not been satisfactorily adapted to the psychological and linguistic needs of Filipino children. It also suggests that this unduly heavy vocabulary load of Philippine readers might have been one of the contributing factors in the two years' reading retardation of Filipino children in the primary grades.

2. That there has been a conscious effort to adapt the vocabularies of the Philippine first-grade readers to the environment of Filipino children. This is evidenced by the mention in the readers of Filipino proper names, titles and forms of courteous address, names of Philippine plants and animals, names of things and processes pertaining to farming, names of facilities for water transportation, nouns expressing blood relationship, names of heavenly bodies, and names of religious objects and events.

3. That, as compared with the American primers, the Philippine primers contain a significantly larger number of different words, of important words found among Thorndike's first 1,000 most common words and in Gates' Word List, and of words not found either in Thorndike's or in Gates' list.

4. That, as compared with the American primers, the Philippine primers contain a significantly larger percentage of words not found in Thorndike's Word List and of words occurring only once, which are not found in Gates' list.

5. That the Philippine first readers contain a significantly larger number of words not found in Thorndike's list and a significantly larger percentage of words not found either in Thorndike's or in Gates' list, than the American first readers.

6. That, taken together as a group, the Philippine first-grade readers have a significantly larger number of words not found in Thorndike's list than the American first-grade readers. They also have a significantly larger percentage of these words not found in Thorndike's or in Gates' list.

7. That the American primers have a significantly lighter vocabulary load than the Philippine primers.

8. That the American first readers contain a significantly larger percentage of important words found in Thorndike's first 1,000 words, than the Philippine first readers.

9. That, taken collectively, the American first-grade readers contain a significantly larger percentage of important words found in Gates' list than the Philippine first-grade readers.

10. That the Philippine primers have a significantly larger number of words in common with the American first readers than have the American primers in common with the Philippine first readers.

11. That the Philippine first readers have among themselves a significantly larger number and percentage of common

words than have these same readers with the American first readers.

12. That most of the words occurring only once in each group of readers are nouns, verbs, and adjectives. The nouns occurring only once fall under ten separate groups; viz,

    1. names of parts of the human body
    2. names of familiar animals and parts of their bodies
    3. names of parts of the day, days of the week, and months of the year
    4. names of foods and alimentary needs of the body
    5. names of clothes and their parts
    6. names of playthings
    7. names of tools and equipment
    8. names of means of transportation and their parts
    9. names of materials
    10. names of things pertaining to farming

    The verbs occurring only once group themselves into five categories; namely,

    1. verbs denoting force, violence, injury, or destruction
    2. verbs denoting acquisition
    3. verbs denoting intellectual acts
    4. verbs signifying satisfaction of bodily wants
    5. verbs denoting motion or action.

    There are six classes of adjectives occurring only once. They are:

    1. adjectives describing emotional states
    2. adjectives describing disposition or character traits
    3. adjectives describing physical states or condition
    4. adjectives describing temperature or weather conditions
    5. adjectives describing color
    6. adjectives denoting number or order

13. That a great majority of the "uncommon" words found in either group of readers are nouns, verbs and adjectives. The "uncommon" nouns can be classified into seventeen categories, to wit:

1. proper names of persons
2. common names of persons
3. titles and forms of courteous address
4. names of parts of the human body
5. names of parts of clothing
6. names of animals
7. names denoting animal sounds
8. names of plants, fruits and their parts
9. names of things pertaining to farming
10. names of parts of the house
11. names of building materials
12. names of means of transportation and communication and their parts
13. names of days of the week, months of the year
14. names of the seasons of the year and things related to them
15. names of anniversaries
16. names of heavenly bodies
17. names of religious objects and events.

The kinds of nouns mentioned by the Philippine first-grade readers but not by the American are those expressing blood relationship; titles and forms of courteous address; names of tropical plants and animals; names of things pertaining to farming; names of facilities for water transportation; names of heavenly bodies; and names of religious objects and events. The nouns mentioned by the American but not by the Philippine first-grade readers are names of machine operatives and distributors of economic goods, names of temperate plants and animals, names of parts of an American home, names of facilities for land transportation, names of temperate seasons and things related to them; and names of anniversaries. The "uncommon" verbs fall under six classes; viz,

1. verbs expressing force, violence, or injury
2. verbs denoting acquisition
3. verbs expressing processes in the home
4. verbs expressing processes pertaining to farming
5. verbs expressing emotion
6. verbs expressing intellectual acts.

There are five classes of "uncommon" adjectives. They are:

1. adjectives describing emotional states
2. adjectives describing disposition or character traits
3. adjectives describing physical states or condition
4. adjectives describing temperature or weather conditions
5. adjectives denoting number or order.

14. That there is probably a low agreement between the Philippine and American first-grade readers with respect to the amount of drill they give to the first 150 most common words found in them. The correlation coefficients of the frequencies of the first 150 most common words range from--.09 with a Probable Error of .11 for the second 25 most common words to .93 with a Probable Error of .072 for the first 25 most common words. The average of the correlation coefficients is .29 with a Probable Error of .10.

15. That the Gates' Word List is a more adequate standard for measuring the appropriateness of the vocabularies of first grade readers than the first 2,000 most common words in Thorndike's Word List.

As this study is confined to the vocabularies of first-grade readers, the resulting word list may suffer from the absence of such words as are very important in the everyday oral speech of Filipino children. The compilation of these oral words will be left to other investigations, which are as equally important.

86. CONCEPCION-MEDEL, Paz (Ph. D.). "A Conceptual Framework for Environmental Education Adapted to the Philippine Environment." Michigan State University, 1974. 242 pp. Source: DAI, XXXV, 6A (December, 1974), 3387-A-3388-A. XUM Order No. 74-27,452.

The purpose of this study was to develop a conceptual framework for an ecologically-oriented science curriculum, as basis for the development and implementation of environmental education in the Philippines. The structural foundations were derived from:

1. the goals and purposes of education for national development.

2. the socio-economic conditions of the country and its physical environment.

3. the role of science education.

4. the environmental concerns of a developing country.

5. the present status, organization and content of environmental education programs in the United States and some other countries.

A theoretical conception of the goals of environmental education and its contribution to aims of national development led to the conceptual framework consisting of four parts:

I. Approaches to environmental education and guidelines for its implementation.

II. Concepts and processes for environmental education.

III. Some suggested teaching strategies for environmental literacy and ecological conscience.

IV. Guidelines for in-service education of teachers and suggested program of activities.

The conceptual framework developed in this study integrates the ecological elements in the existing science curriculum, the learning processes derived from first-hand experiences with the environment and the environmental problems of the community, and the affective objectives as motivating force for an environmental ethic. The scope and sequence of the conceptual scheme is based on the ecological theme: The earth has finite resources and all life depends on how successfully man can learn to harmonize his use of the earth's resources with natural communities and ecosystems.

Within the context of the thesi's developed in this study, the following conclusions are made:

1. Environmental education for development goals is directed toward community development, growth of environmental ethic and the improvement of the environment.

2. The needs of the community, psychological characteristics of the learners and the socio-economic conditions and bio-physical aspects of the community are important foundations for curricular programs in environmental education.

3. Science teaching can provide the core element in the existing curriculum wherein ecological concepts can be integrated in all elementary and secondary levels.

4. The multidisciplinary approach that cuts across subject matter division allows for learning experiences within educational schemes of rural and agricultural education, conservation education, value education and community education.

5. The strategies that are found in the program designs emphasize experiences outside the classroom, the use of community resources, inquiry processes, multidisciplinary applications and value clarification.

6. "Awareness-oriented" teaching must progress toward "attitude" development and "action-oriented" strategies from a broad base of environmental issues pertinent to the community.

7. Teachers need extensive in-service education in environmental concepts, processes and values to increase their understanding and awareness, improve their teaching skills and expand their participation in curriculum development.

8. Cooperative efforts and close working relationship among students, parents, teachers, businessmen, community leaders and representatives of governmental agencies in the confrontation of environmental problems will enhance the goals of environmental education.

9. There is no single curriculum and no easy answer to environmental education; instead this study provides curricular options to enable teachers in developing countries to operate within some descriptive umbrella of environmental education.

The imperatives developed in this study have implications for research regarding effective experiences for attitude change and social action, evaluative instruments, instructional materials and resources as it relates to the Philippine environment. It also indicates several actions to be considered for the implementation of this study directed to the Department of Education and Culture, the school divisions in the country, and the Environmental Center of the Philippines.

87. CONTADO, Tito Egargo (Ph. D.). "Communication Fidelity Between Farm Management Technicians and Rice Farmers in Leyte, Philippines." Cornell University, 1969. 347 pp. Source: DAI, XXX, 3A (September, 1969), 1071-A. XUM Order No. 69-10,424.

This study focused on the effectiveness of communication between Farm Management Technicians (FMTs) and rice farmers in Leyte, Philippines, analyzing selected factors related to levels of communication effectiveness. The measure of communication effectiveness was based on the farmer's responses to the practices recommended by the FMT. The quotient of the farmer's response index and the FMT's communication input index constituted the measure of communication effectiveness. This measure is referred to as "fidelity of communication," since it reflects the degree of accuracy with which an encoded message of FMTs' was decoded by farmers.

The FMTs are the agricultural extension agents in the Philippines. Their main task is to communicate modern agricultural practices to farmers. Thus, their role is important in increasing rice production. The central problem studied is reflected by the following questions:

Tito Egargo Contado

What is the fidelity level of communication between FMTs and rice farmers in Leyte? What variables are associated with high communication fidelity? Are perceptual variables on interpersonal relationship related to communication fidelity? To what extent does each significantly related variable predict the variations in communication fidelity? What is their combined predictive value?

Data were collected from October, 1967, to January, 1968, by means of personal interview using semi-structured interview schedules. The 40 FMTs in Leyte and a stratified and randomly selected sample of six farmers living in the area of each FMT, making a total of 240 rice farmers, constituted the respondents. The farmer respondents lived in barrios which chiefly grow rice, had a farmers' club, and received most attention of the FMT. Evidence of the levels of validity and reliability was satisfactory. The correlation between communication fidelity and farmers' average rice yield was 0.53, significant at the 0.005 level. The coefficients of reliability of the farmer's response, expectations, and the FMTs' performance measuring instruments were 0.85, 0.64, and 0.87 respectively.

Major results of the study are:

1. The mean communication fidelity between FMTs and rice farmers was 43.3 percent.

2. Prediction of communication fidelity was more reliable when the effects of the perceptual variables and variables pertaining to the communicator and communicatee were combined than when these were treated separately.

3. About 74 percent of the variations in communication fidelity was explained by the FMTs' performance level as perceived by farmers, the farmer's motivation and involvement in seeking information, expectation fulfilled by the FMT as perceived by farmers, the FMTs' education, and the FMTs' technical competence score.

4. Among the qualitative variables investigated, participation in extension-sponsored activities and frequency of attendance at meetings showed the highest relationship with communication fidelity.

5. FMTs who enjoyed working with farmers tend to be more effective communicators.

6. High authoritarianism tends to be negatively related to communication fidelity.

7. Congruency of farmers' expectations and the FMTs' perceptions of them are significantly related to communication fidelity.

8. Job-related variables showed no significant relationship with communication fidelity.

9. Biographic factors showed no significant relationship to communication fidelity.

10. FMTs' education and technical competence scores are significant predictors of communication fidelity only when combined with variables mentioned in number 3 above.

11. The principle that high communication effectiveness is related to the specificity with which a communication is oriented to the conditions of a particular audience was supported by the data.

12. The main hypothesis of the study--that communication effectiveness is affected by the roles played by the communicator, communicatee, and perceptual variables--was highly supported.

88. CORNELIO, Josefina Solis (Ph. D.). "The Impact of Student Teaching Programs Upon the Cooperating Schools in Region VII, Central Visayas, Philippines, and a Comparison of the Responses with the Findings of the Michigan and Indiana Impact Studies." Michigan State University, 1981. 231 pp. Source: DAI, XLII, 6A (December, 1981), 2621-A. XUM Order No. 8126488.

Josefina Solis Cornelio

Purpose

This study sought to discover through the perceptions of the student teachers, supervising teachers, and building administrators whether the presence of the student teachers in cooperating schools in Region VII, Central Visayas, Philippines, enhances teaching-learning processes, contributes to school program activities, enables the supervising teachers to participate in school-related activities, and changes the supervising teacher and administrator work load. It was a replication of the impact Study conducted in Michigan in 1969-1970, and later replicated in Indiana, to generate data on the beneficiaries of student teaching programs. The current study further sought to discover whether there were differences in the perceptions of student teachers, supervising teachers, and building administrators; whether sex, marital status, and size of the community where the school is located affected the perceptions; and whether there were significant differences among the findings in Michigan, Indiana and the Philippines.

Procedures

Eight research questions served to guide the study. Data files were developed for the

1. Student Teachers
2. Supervising Teachers
3. Administrators.

The SPSS was used on Michigan State University equipment to generate frequencies, percentages, means, standard deviations and univariate analysis of variance, which were reported for the analysis of seven research questions. Chi-squares, computed by the researcher, were reported for one question.

Findings

The findings revealed that:

1. All three levels of respondents had positive perceptions of the effect of the presence of student teachers in three categories: teaching-learning processes,

student teacher contribution to school-related activities, and supervising teacher participation in school-related activities. Discipline, pupil motivation, communication with parents, and class or school visitation were regarded least positively. However, the groups differed significantly in their perceptions.

2. Teaching, lesson planning, paper grading, and individual help responsibilities of the supervising teachers were increased with the presence of the student teachers.

3. The administrators felt that their load having to do with student teaching slightly increased, but the released time provided teachers, when student teachers took over their responsibilities, enabled these teachers to increase their help to principals.

4. In all twenty-four variables, Indiana, Michigan and the Philippine respondents differed significantly in their perceptions of the effect of the presence of the student teachers in the schools.

5. Regardless of the size of the communities, the impact of the presence of the student teachers on cooperating schools was positive, but the impact appeared to vary with size. Those assigned to the barrios had the least positive perceptions.

89. CORPUS, Severino Fermin (Ph. D.). "Social Change in the Philippines during the Independence Movement, 1898-1935." University of Southern California, 1951. 646 pp. Source: Eells, p. 120; and University of Southern California, ABSTRACTS OF DISSERTATIONS (1951), pp. 227-230.

This study analyzes the nature of social change in the Philippines during the period from 1898 to 1935, when the Philippines were under American administration and the

Independence Movement reached its greatest momentum. The study seeks to answer the following questions:

1. How may one account for changes in the political structure in the Philippines? What reciprocal relations between the Philippines and the United States influenced these changes in the political structure?
2. How may one account for changes in the educational program in the Philippines?
3. What factors were responsible for economic changes in the Philippines?
4. How have these changes affected the level of living of the people in general and of the laboring population in particular?
5. What are the principal objective aspects of social and cultural change in the Philippines during the period under study?
6. What were the principal patterns of social adjustment adopted during the period of the Independence Movement?
7. What has been the role of the leader as an agent for social change? What type of leadership was responsible for the growth and development of the Independence Movement?
8. Have these aspects of social change been interrelated?

A library method of research has been used, guided by a frame of reference including sociological concepts of social change, and the ideal-type of approach for typological analysis has been followed.

Owing to the fact that it would have been impractical to attempt an analysis of changes in family life or in the functions of religious institutions from any location outside the Philippines, for the purpose of this study such elements have been advisedly omitted. These institutions are, however, referred to incidentally as related to other data presented.

Severino Fermin Corpus

The political, educational, and economic factors, including selected types of Filipino workers, patterns of group adjustment, and the role of leadership, have been examined and interpreted in terms of social change.

Findings

The findings are as follows:

1. Social change in economic, educational, and other aspects of Philippine culture have been associated with changes in the political structure. The basic principle underlying these changes--benevolent assimilation--resulted from the policy of the United States of granting the Filipinos a gradually increasing control over their civil affairs. Eventually the Filipinos were to enjoy the kind of freedom characteristic of a democratic state. Administrative devices were used which were classified into the following major stages, namely, the military government, the commission government, the government under the Organic Act of 1916, and the government under the Tydings-McDuffie Law of March 24, 1934. These stages were not due to an inevitable evolution; rather, each stage of development may be described as a conscious process. Viewed legally, social progress has been achieved in the Philippines by means of constitutional guaranteies embodied in the Philippine Constitution.

   A process of social change was indicated in the establishment of popular government in the Philippines and its development from the military form of government to that of the commonwealth and finally to the republic of the Philippines.

2. Education was molded into a program suitable for the masses, harmoniously and reciprocally related to political and economic changes. The changes in the formal or institutional aspects of education were due to the goals of education set up, which were revised and improved from time to time as the situation demanded. The goals of education were carried out systematically from the primary school through the university, in both public and private schools. Differentiated curricula were devised which were adaptable to the three

levels of the Philippine educational system--the elementary, the secondary, and the higher. The private schools adopted the public school system.

The American pattern of school system in the Philippines has achieved a great deal of its purposes in the development of a common culture and a common language; it has constantly endeavored to reduce the rate of illiteracy, to instill training for social efficiency, to improve health and economic conditions, and to maintain stability and national solidarity.

3. Economic changes were influenced principally by American policies toward the Philippines. Although every legislative enactment by the United States Congress was written in the great American tradition of enlightened self-interest, yet it was the product of a meeting of minds which represented the spirit of realistic compromise through democratic procedure. For every legislative act that was passed was an embodiment of the thinking of men who have sought to solve the problems of Philippine-American economic relations, with only the sincerest of motives and the most earnest desire to do the right thing for both countries.

4. The level of living moved upward, though a deep chasm developed between the rich and poor as extremes. A middle class has gradually become more defined, as the country developed from a backward agrarian economy to one including a broader industrial system. The rich, or the upper class, constitutes the small number of people who control the corporate wealth of the country. The poor, or the lower class, includes those people who are generally called workers--peasants, small tenants, and farm hands--and who obtain only a meager type of living. The traditionally low level of living of the Filipino worker may be attributed in part to the low economic status of the country in general.

   In order to remedy the socioeconomic problems confronting the Filipino worker, the government has made several attempts to solve them. Requiring immediate legislative action were problems relating to unemploymen, industrial accidents, industrial disputes, hours of labor, and wages. The government-sponsored cooperative movement was an endeavor to implement the principles of the Rochdale Cooperative on a national scale. The labor movement, which represented the strength of organized labor, was sanctioned by the government as a means of adjusting differences between labor and management. The "social justice" program was initiated with the purpose of giving a new deal to the Filipino worker. Characteristic of the postindependence and postliberation period is the trend toward industrialization. The industrialization program may be viewed as a process of economic mobilization for total production and is regarded as the new "Philippine ideology" by the present government.

5. Patterns of adjustment adopted by the Filipinos have been regional and racial and include labor organization and the cooperative movement. The Philippine archipelago is divided into different cultural regions, and the degree of assimilation varies from one region to another, depending upon the mediums of communication. The pattern of race relations with the Chinese, who constitute the largest foreign population in the Philippines, has been historically viewed in terms of the parian, or Chinese market. The parian became a symbol of a type of racial segregation forced upon the Chinese during Spanish times in the Philippines. The center of trade seems to gravitate around the downtown sections where the Chinese people are located. The Chinese is admired for his thrift and industry, but his habits of opium smoking and gambling have caused adverse public reaction.

Cooperative patterns of activity are twofold, cooperation on a primary group level and on a secondary group level. Cooperation at the primary group level is limited to families and immediate neighborhoods. Cooperation at this level is communal in nature and includes such activities as the building of a house, planting and harvesting crops, digging of irrigation canals, fishing, weddings, funerals, and so forth. Cooperation on the secondary group level is motivated principally by the desire for general economic well-being. At this level the group is larger and more formal, that is, "specialized and indirect in its contact and relies more for unity and continuance upon the stability of its social organization than does the primary group." It is on the secondary group level that the "cooperative movement" has risen in the Philippines. The interest of the government in the cooperative movement was evidenced by the initiative and leadership of the government in launching a program for the socioeconomic development of the country by means of government-owned corporations.

The coming of American industrialism into the Islands furnished a fertile ground for the growth and development of the labor movement. The workers bound to the soil and the industrial wage earners joined together on a united front to see eye to eye on the problems of labor. Consequently, organized labor was not only demanding higher wages and other benefits, but was also beginning to take bold steps to challenge landlordism and free enterprise.

6. In times of crisis, leadership has been provided both by native Filipinos and by Americans. There were many Filipino leaders who influenced social change, but the leadership role played by Quezon towered over the activities of his contemporaries. Quezon's pattern of leadership was composed of a succession of roles, from that of a lawyer to President of the Philippine Commonwealth.

Conclusions

From these findings the following conclusions were reached:

1. The sociological concept social change is useful for an analysis of social phenomena and trends.

2. The reciprocal relationships among social institutions have been observed as essential in the process of social change.

3. The complexity of the process of adjustment in the Philippines has required some measure of planning for social action.

Severino Fermin Corpus

4. Changes in political structure in the Philippines have implemented democratic ideals.

5. Changes in the Philippine political structure have been comparatively rapid, yet would be described as gradual and evolutionary rather than revolutionary.

6. Educational changes have been hastened and expanded because of reciprocal relations with other institutions and because of the role played by education in social change.

7. The principal reason for economic reconstruction and development has been the desire for economic well-being. The need for better economic status for the Philippines has been an important phase of the Independence Movement.

8. Although economic conditions in general have been improved, the laboring population still has a low level of living.

9. The growth of industries has stimulated urbanization, with its consequent cultural changes.

10. Regional patterns of cultural adjustment have been adopted by the Filipinos, owing to the geographic conditions of the country.

11. The development of native Filipino leadership was fostered while the Islands were under American administration.

12. Younger generation Filipinos have a right to be optimistic about their prospects for a better and happier life.

90. CORTÉS, Josefina Rian (Ph. D.). "Factors Associated with the Migration of High-Level Persons from the Philippines to the U.S.A." Stanford University, 1969. 295 pp. Source: DAI, XXX, 12A (June, 1970), 5161-A-

Josefina Rian Cortes

5162-A. XUM Order No. 70-10,444.

The primary objectives of the study were:

1. To identify and specify the major factors associated with the emigration of high-level persons from the Philippines to the U.S.A.
2. To gain insights into the problem of prediction of migration among the highly trained.
3. To throw light on ways in which education or training at home and abroad may help reduce the outflow of trained talent and skills from the Philippines.

In addition, it was intended to explore the motives, goals and values of persons who migrate vs. those who do not migrate with the view to finding out whether migrants or non-migrants would fit some kind of a typology in terms of their motivational orientations.

The subjects were two comparable groups of Filipinos drawn by stratified random sampling from the population of Filipinos with at least a bachelor's degree who went to the U.S.A. for an advanced degree or specialized training during the period from 1960 to 1965. The two groups represent those who are presently living and working in the U.S.A., referred to as the migrants and those who have since returned to the Philippines, called the non-migrants.

The study postulated that the migration of high-level persons for the Philippines is a function of two major factors, namely:

1. a person's anchorage in the Philippines
2. his valuation of opportunities in the Philippines

"Anchorage" is theoretically defined as a person's psychological and social ties and other kinds of attachments to his home country. "Valuation of opportunities" is the process of comparing the conditions and opportunities possible in the home country with one's professional, social, economic, and other goals and expectations. It was expected that migrants and non-migrants would differ in their anchorage and valuations of opportunities in the

Philippines. In addition, it was predicted that migrants and non-migrants would differ in certain background characteristics and situational circumstances.

The main research instrument was a self-administered paper and pencil questionnaire sent to the subjects by mail. The questionnaire contained two Likert-type attitude scales--an Anchorage Scale (AS), to measure a person's anchorage in the Philippines and a Comparative Opportunity Scale (COS), to gauge a person's valuation of opportunities in the Philippines. Both scales were presented twice to ensure their validity and reliability. The questionnaire also included items designed to elicit background data from the subjects.

The findings from this study gave consistent and strong support to the hypotheses that the migration of high-level persons from the Philippines is a function of (1) anchorage as well as (2) valuation of opportunities in the home country. The migrants and non-migrants differed significantly in their anchorage and valuations of opportunities in the Philippines, with the migrants exhibiting a weaker anchorage and a more negative valuation of opportunities in the Philippines. The scores on the AS and COS, age, government support, and established job ties in the Philippines during study abroad were found to be negatively related to emigration, while level of education attained in the U.S.A., particularly if the degree was obtained in the physical sciences and engineering, was found to be positively related to emigration. The probability of emigration was found higher among women than among men, with all the other powerful predictors of migration held constant.

It is recognized that this study in seeking the answers to a limited set of questions has raised many more. Hopefully, however, this study has contributed to a better understanding of why trained persons migrate from an underdeveloped country to a developed country, what persons are apt to emigrate, what situational or social factors contribute to their propensity to emigrate, and which of these situational factors may lend themselves to some kind of restructuring or manipulation for the purpose of regulating the flow of trained persons from a developing country. In addition, it is hoped that this study has opened up more areas for further study that may lead to a broader perspective and an enlightened view of the "brain drain" phenomenon.

91. COSTELLO, Marilou Palabrica (Ph. D.). "Differential Migration in a Philippine City." University of Chicago, 1980. Source: DAI, XLI, 4A (October, 1980), 1785-A.

The past two decades have seen considerable research dealing with differential migration in developing countries. However, the results of these studies have yet to be integrated into a larger theoretical framework, thus limiting their usefulness. The present study has attempted to present such a framework and then to demonstrate its applicability in a case study of migration patterns in the medium-sized Philippine City of Cagayan de Oro.

The study has argued that migration differentials vary along two important dimensions. First, migration differentials vary according to the type of stream being analyzed. Long-distance streams can be expected to show differing patterns of migrant selectivity than short-distance streams, "push" streams will differ from "pull" streams, etc. Secondly, migrants should be compared to the nonmigrant populations of both the areas of destination and origin.

Data analyzed in the study were taken from a survey of approximately 10,000 migrants and movers who had moved to or within Cagayan de Oro City sometime between July 1, 1972, and January 1, 1974. The survey was conducted by the staff of the Mindanao Center for Population Studies. The data were from a survey of all residents of a random sample of enumeration districts in the city's poblacion (the central area of the city).

Migration appeared to be influencing the social and demographic characteristics of the city's population. In comparison to nonmigrants, migrants tended to be overrepresented in the following status categories: young adult, females, nonmarried persons and persons of lower socioeconomic status. In comparison to results obtained from a survey conducted a decade earlier, the absolute educational level of migrants to the city went up. On the other hand, the relative educational position of migrants vis-a-vis persons already living in the city declined.

As expected, migrant characteristics were found to vary with the type of stream analyzed. Educational selectivity, for example, was greatest in long distance streams, while weakest in streams from push areas and from smaller municipalities. Return and multiple migrants were found to be somewhat better educated than migrants moving only once, especially among males. While migrants tended to be less educated than persons living in their area of destination (Cagayan de Oro) they had higher levels of educational achievement than nonmigrants in their areas of origin. Similar varied results were found for the variables of age, sex, marital status and occupation.

The final chapter of the dissertation analyzed a number of other variables likely to affect migration. It found, first, that kin ties appeared to facilitate migration to the city since many recent migrants, especially those of lower class, were found to be living in the household of a member of their nuclear or extended family. Secondly, the size of the migrating group varied between specific types of streams, being, for example, smaller in streams from push area. Thirdly, reasons for migrating varied according to the type of stream analyzed as well as with the socioeconomic characteristics of the migrant. Less educated people, for example, were the most likely to come to the city in search of employment, as were those from push areas.

It was concluded that the overall effects of differential migration in Cagayan de Oro were beneficial for the social and economic development of the region. Little or no immediate need was seen for "crash" programs to restrict or prohibit rural to urban migration in the area. Given the explosive growth of a number of Philippine cities (Cagayan de Oro, for example, grew by over 6 per cent a year between 1960 and 1970), though, as well as the possibility of future declines in migrant quality. It was suggested that a long-range program to encourage movement to a network of smaller cities throughout the Philippines would be the more appropriate migration policy for the country.

Alberta R. Crespi

92. CRESPI, Alberta R. (Ph. D.). "Secondary School Teachers in the Territories and Possessions of the United States." Fordham University, 1942. 320 pp. Source: Eells, p. 6; and Dissertation, pp. 246-251.

Recommendations

1. The problem of improving educational conditions in the areas included in this study is basically a financial one. Every recommendation that can be made requires expenditures that the individual areas cannot meet. The aid of the Federal government is needed. The aim should be to develop legal resources so that each area may become a self-supporting, self-directing unit. In the interim, financial assistance should be given where needed to equalize educational opportunities. This has been the procedure in some of the areas; it should be employed in all.

2. Research into conditions in the territories and outlying possessions of the United States has been meager and inadequate, conducted spasmodically and under many different auspices. There is need of one central bureau to have charge of this work in all the areas.

3. It is desirable to recruit the teaching corps largely from those trained in the locality. The areas in this study present complex social, economic, ethnic, and cultural problems, best understood by the native teacher. Of course, the stimulus of some teachers from outside is needed as well. In the separate areas, facilities for the pre-service training of teachers vary greatly. In Guam, the Virgin Islands, and the Canal Zone colored schools, there are no local facilities of this sort. For the Canal Zone colored schools, the LaBoca Training School for Teachers should be continued. In the Virgin Islands, Guam, and American Samoa the establishment of local normal schools or colleges is not feasible because of economic conditions. There the solution seems to be financial aid to needy students. This would permit those from the Virgin Islands to study at the University of

Puerto Rico or at colleges in the United States, and those from Guam and American Samoa to complete their education in the universities in the Philippine Islands or the United States. In the areas where there are local institutions for training teachers, surveys are needed to examine into the efficiency of these institutions.

4. There should be greater opportunities to study while teaching. Suggested provisions for all the areas are sabbatical leave and salary increments for study. In the poorer areas, financial assistance should be given the teacher. This is being done in the Virgin Islands, but on too small a scale.

5. The high teaching load found in this study is evidence of overcrowding, not conducive to efficient teaching. The remedy, of course, is to increase the size of the teaching staffs, equipments, etc.

6. The section of this study dealing with subject combinations indicates the need of a curriculum better adapted to local needs.

7. A study of the statutes, regulations, and practices governing teacher status suggests the following:

    a. In every area, the minimum requirement for appointment should be four years of college and twelve to fifteen semester hours' work in education.

    b. There should be no discrimination against the retention of women teachers who marry after appointment. Neither public policy, practice in other professions, or legal decisions sanction such discrimination.

    c. Each area should have a salary schedule, preferably with minimum and maximum salaries, annual increments for extra qualifications, and equal pay for men and women. School officials, teachers, and public benefit from efficient salary scheduling. Planned salaries aid the budgeting of school costs, prevent friction about salaries, especially

Alberta R. Crespi

likely to occur when men and women do not receive equal pay for equal work, attract able teachers, and remove one occasion for political interference with the schools.

d. The principle of tenure, now operative in the Canal Zone, the Philippine Islands, Puerto Rico, and Hawaii, should be extended to all the areas. Tenure, more than any other single factor, has raised teaching to the dignity of a profession. By it, the competent teacher is protected against unjust discharge for personal or political reasons. Without it, fear due to economic insecurity threatens teaching efficiency. Only the school system where tenure exists can hope to attract and retain the best teachers.

e. Only four areas, the Canal Zone, Hawaii, the Philippine Islands, and Puerto Rico have pension and retirement systems for teachers. Similar legislation is needed in the other areas. Today, as never before, communities are recognizing the importance of providing for old age security in the form of pensions. There is no reason for excepting teachers from this general rule. A pension and retirement system, established by law, is an aid to both teachers and administrators. By it, the decision as to when a teacher should retire is made on an impersonal basis with greater likelihood of justice being done to both teacher and school system. To ensure the payment of pensions, every pension system should be on an actuarial basis.

93. CRUZ, Adeltrudis Manuel (Ed. D.). "The Development of a Proposed Occupational Training Information System (OTIS) for the Philippines." Oklahoma State University, 1975. 78 pp. Source: DAI, XXXVI, 10A (April, 1976), 6639-A. XUM Order No. 76-9655.

SCOPE AND METHOD OF THE STUDY

The purpose and scope of this study was to develop an occupational training information system for use in the Philippines. The first phase of this research reviewed the existing occupational training information system in five states in the United States. The second phase attempted to describe the proposed occupational training information system for the Philippines. And to make this study more justifiable, a questionnaire was developed and distributed to a jury of 30 key people in the Philippines. The responses received were tabulated and tables were set up depicting the results. Percentages and frequency counts were used to present the information gathered.

FINDINGS AND CONCLUSIONS

The occupational training information system was found to be an effective planning tool. It could facilitate organization of information pertinent to making important decisions for allocating assistance, administering programs for education, and determining suitable jobs.

The occupational training information system with components in manpower supply, manpower demand, interfacing, data dissemination, placement and follow-up could be implemented in the Philippines to have a basis for identifying activities significant to manpower development and utilization. This system would have direct bearing on determining manpower supply and manpower demand or types and number of job opportunities available, and on assisting and assessing the status of trained individuals.

Ninety-seven percent of the jury of respondents completed the questionnaire. Out of this percentage, 86 percent indicated that the value of the occupational training information system for the Philippines was very favorable and 14 percent indicated favorable response with no one indicating unfavorable response. Majority of the respondents indicated that the occupational training information system for the Philippines would be supported financially and politically. The reaction to the occupational training information system by students, parents, business and industries, other employing establishments, planners and decision makers of educational resources would be very favorable.

94. CUIZON, Erlinda Asuncion (Ed. D.). "An Analysis of the Activities of the Bureau of Private Schools of the Department of Education of the Philippine Republic." Indiana University, 1956. 303 pp. Source: DAI, XVI, 10 (1956), 1823. XUM Order No. 17,764.

Statement of the problem

The purpose of this study is to present an analysis of the activities of the Bureau of Private Schools of the Department of Education of the Philippine Republic in order to give a comprehensive and cogent picture of the purposes, functions, and operations of the Bureau. A corollary to this aim is the appraisal of the findings in terms of the principles underlying the functions of state departments of education which are accepted by the Chief State School Officers of the United States.

Procedure

An examination was made of the Philippine Constitution, the legislative enactments, and the amendments there to concerning private education in an attempt to establish its legal basis. The bulletins, memoranda, circulars, and annual and semi-annual reports of the Bureau from 1946 to 1955 were analyzed. From these materials, the three areas of functions--administrative, regulatory, and leadership--which are recognized by the National Council of Chief State School Officers, were identified. Research studies, and especially the reports of the National Council of Chief State School Officers were considered in determining the guiding principles which served as the basis for evaluation of the activities of the Bureau.

Major findings and conclusions

Concerning the administrative functions of the Bureau, it was found that:

1. There is lack of cooperation in the mutual development of policies and regulations that should govern the in-

ternal operations of the Bureau.

2. There is a definite need for greater decentralization in determining administrative policies and the vesting of more powers and responsibilities in the regional districts.

3. The supervisory staff of the Bureau has been using much of its time in making time-consuming reports and preparing detailed clerical duties.

4. The financial appropriations of the Bureau are not properly apportioned to cover the carrying out of all its important services and functions.

Regarding the Bureau's performance of its regulatory functions, it was noted that:

1. Many of the activities of the Bureau are regulatory in nature.

2. The detailed, comprehensive, and rigid state control over private institutions unavoidably affects and interferes with the internal affairs of the individual schools.

3. Cooperative formulation of standards has not been fully in effect because of the centralized procedure used.

4. There is a definite need for a change in emphasis regarding the evaluation of schools, since the proper integration of the qualitative and the quantitative aspects of measurement is not generally practiced.

5. There is need for a change in policies that should be cooperatively determined in order to eliminate substandard institutions that tend to commercialize on education.

The findings and conclusions concerning the Bureau's performance of its leadership functions are:

1. There is a definite need for strengthening the leadership functions of the Bureau.

2. Full-time consultants should be included on the staff.

3. More research projects are needed that will enlighten the staff on the common and persistent problems confronting private education.

4. A high degree of leadership should be provided that will encourage private institutions to exceed the minimum standards.

5. Greater coordination with governmental and non-governmental agencies and with private educational institutions is needed in order to promote functional programs of research, in-service education, and wholesome public relations.

6. In general, the operations, objectives, and philosophy of private institutions are too little known to the public and hence need greater interpretation. If more authentic information is given concerning these institutions, many controversies will be clarified and suspicions dispelled that now exist in the state.

95. CUYNO, Rogelio V. (Ph. D.). "Organizing for Change: The Philippine Rainfed Upland Rice Project, a Temporary Cooperative System for Developing and Diffusing Agricultural Knowledge." Michigan State University, 1974. 319 pp. Source: DAI, XXXVI, 1A (July, 1975), 60-A-61-A. XUM Order No. 75-14,723.

This has been a case study on a non-formal education project, the "Rainfed Upland Rice Project" (RURP), in the Philippines. The project was a cooperative undertaking of three organizations, namely: the International Rice Research Institute (IRRI), the Bureau of Agricultural Extension (BAE), and the National Food and Agricultural Council (NFAC). The need for the project stemmed from: the recognition of the potential for additional rice production on rainfed and upland areas which were about four times larger than the irrigated areas in which most rice had heretofore been produced in the Philippines; the inability of farmers on irrigated areas to supply the food requirement of the country; and the need for innovative institutional arrangements to facilitate knowledge development and dissemination required by the changing nature and pressing problems of the time.

The subject of the study had been conceptualized as an instance of cooperative, temporary and open systems. It was cooperative because three organizations created and managed it, and provided its resources. It was temporary because it had a brief, predetermined life span. And it was an open system because it carried on input-output transactions with its environment.

The purpose of the study was exploratory and descriptive. Through a normative analysis, it investigated goodness of fit between a pre-constructed theoretical framework and a living case. The research problems of the study were expressed in the following questions:

1. What are temporary systems and what are their characteristics?

2. What is organizational cooperation, what are its characteristics, and what are the inducements or stimuli for its occurrence?

3. What are open systems and what are their characteristics?

4. What are likely consequences of a cooperative temporary system to its parent organizations and to other systems as well as to individuals involved?

5. Why are temporary systems resorted to by formal organizations?

6. Why is a cooperative arrangement employed by formal organizations?

A combination of literature and field research was employed to obtain answers to the research problems. In the field work, research techniques included in-depth personal and panel interviews, content analysis of printed materials, personal and participant's observations, and use of questionnaires.

The findings and conclusions of the study are of two parts: those that reflect the degree of correspondence between the prior normative framework and the field observation, and those that reflect on the deviations.

Correspondence Between Theory and Case

1. The RURP has manifested the basic defining characteristics of temporary systems such as:

    a. a definite tenure
    b. a competency and expertise-based personnel recruitment
    c. a specific and narrowly defined problem
    d. a limited size and territoriality
    e. a free and open communication pattern within the system

2. The RURP has displayed characteristics of organizational cooperation. It was jointly created and managed and resources were jointly provided by the parent organizations.

3. Two types of inducements or stimuli for cooperative arrangements between organizations were identified:

    a. environmental--other organizations, a perceived rice crisis and a shift in rice research emphasis

    b. organizational--shared organizational missions, resource and function complementarities, perception of mutual benefits and promoters or change agents.

4. Six information categories have established RURP as an open system:

    a. statement of end-state
    b. specification of domain
    c. supra-system
    d. inputs
    e. transformation component
    f. outputs

5. As a cooperative temporary system, the RURP has yield-

ed both functional and dysfunctional consequences on its parent organizations, other systems, and on itself. The functional consequences have included: generation of rice production knowledge and technology, development of production prototypes and training of personnel. The dysfunctional consequences have included conflicts in personal and organizational relationships.

6. The RURP was established as a temporary system for the following reasons:

    a. to generate institutional innovation
    b. to tap external temporary funding
    c. to test and teach a dynamic novel technology

7. The RURP was established by the three organizations as a cooperative arrangement in response to common opportunities in and demands of their task environments.

Deviations Between Theory and Case: Additional Conclusions

1. Certain cultural factors affected formation, behavior, and consequences of RURP.

2. The need to observe international rules of propriety influenced an international organization to establish cooperation with local agricultural agencies.

3. Attention to and concern for attainment of individual needs within the organizational system was an inducing force for adaptive organization behavior.

4. Change agents' effectiveness was related to: nationality of the change agent, his access to resources, personality, dedication, access to influential networks for communication and change agentry skills.

These findings suggest application to agricultural and other non-formal education of what organization development scholars and practitioners are saying concerning the need for, consequences of, and conditions for creating temporary systems and interorganizational cooperating. In this information, knowledge and technologically rich time, environmental facets of organizations are in constant motion. Under this condition, the existing bureaucratic formal organizations are inappropriate because their value system is oriented to stability and they tend to develop lives of their own. Currently, flexibility and adaptability are required for effective functioning of organizations.

The cooperative temporary pattern of organization represents an emerging alternative in domestic and international technical assistance. In this pattern, new knowledge resources can be generated and old ones more fully utilized; organizational innovation developed and adopted; organizations mutually supporting each other hence organizational goals mutually achieved; individual's needs satisfied and in the ultimate overall institutional performance enhanced.

In summary, this study provides empirical support to the notion of ad-hoc systems and to the establishment of interorganizational interfaces, linkages, and cooperatives for generating and diffusing knowledge and technology toward developmental ends. This emerging organizational strategy presents an innovative organizational tool for helping solve mankind's mounting problems of meeting the food and educational needs of the growing population.

D

96. DACANAY, Fe Rusela Martinez (Ed. D.). "A Methodology for Constructing Beginning English Readers for Philippine Schools." University of California, Los Angeles, 1969. 188 pp. Source: DAI, XXX, 11A (May, 1970), 4871-A. XUM Order No. 70-8127.

Fe Rusela Martinez Dacanay

This study aims at developing a framework for the construction of beginning readers in English (the medium of instruction in Philippine schools) that would incorporate improvements grounded in research, the cumulative experience of people involved in reading pedagogy, and various aspects of conventional reading texts. The plan takes into consideration linguistic principles concerning the nature of spoken language and its graphic counterpart, psychological principles and pedagogical practices utilized in contemporary developmental readers, various considerations for text construction, and the cultural expectations of Philippine society. Specifically, the present texts can be improved by a redefinition of the reading process, a change in the presentation of content, and improvement of text content.

Linguists recognize the two aspects of the reading process as

1. decoding--reconstruction of the oral forms of the symbols.

2. using the code--extracting information from the symbols.

They favor the code approach with emphasis on spelling pattern-sound correlations for beginning reading, the approach found by research to be superior to the meaning approach for beginners in English. They also believe in applying the principle of control to vocabulary and language structures in text material.

A text built on the code approach and with control of language structures should have these two elements organized and sequenced according to the following psychological and pedagogical principles:

1. Definition of the expected terminal behavior.

2. Division of the total learning situation into component tasks.

3. Division of the component tasks into smaller tasks.

4. Arrangement of the tasks so that each bears a hierarchical relationship to the others.

5. Centering attention upon separate learning tasks.

6. Keeping the tasks within the student's comprehension level.

The following points will also be considered in relation to the above principles:

1. The abilities the child brings to his reading in English.

2. The length of time proposed for learning the code.

3. Vocabulary and language structures introduced in the oral lessons.

4. The dual associations of certain English symbols.

5. The "set towards variability" in the presentation of sound-symbol relationships.

6. Material that the student can use to test and expand the knowledge he has gained.

Various pedagogical practices utilized in the construction of contemporary developmental readers to be considered will include:

1. Use of the natural language forms of children.

2. Growth patterns and interests.

3. Principles of good writing.

4. Use of illustrations that expand knowledge and experience.

5. Matters that deal with the topography of the text.

Philippine text writers should adopt a more positively realistic approach to the curriculum emphases in the Philippine Constitution, should acknowledge the expectations of Philippine society, and should bring the cultural background of the child to bear on text construction.

Fe Rusela Martinez Dacanay

A text constructed on the proposed framework should help the Filipino child attain success in his first reading in the language of instruction.

97. DAGOT, Edilberto P. (Ed. D.). "The Cultural and Linguistic Features Involved in Cross-Cultural Communication Between Filipino Students and Americans and the Use of Short Stories to Teach These Features." New York University, 1967. 290 pp. Source: DAI, XXVIII, 11A (May, 1968), 4370-A-4371-A. XUM Order No. 68-6177.

The purposes of this study were to identify the cultural and linguistic features that a Filipino learner must master for effective cross-cultural communication with Americans and to develop techniques for using literature to teach these features.

Statements about American culture were abstracted principally from anthropological writings and classified according to a model set up by Howard Lee Nostrand which makes use of Murdock's Outline of Cultural Materials. The final checklist consisted of fifty statements categorized as follows:

I. The Culture (20)
II. The Society (15)
III. The Individual (10)
IV. The Ecology (5)

Statements about American English were abstracted from the writings of theoretical and applied linguists. The statements were presented to three professors of linguistics who were requested to act on the correctness of each statement as descriptive of American English. The final checklist consisted of forty statements categorized as follows:

I. General (13)

II. The Sentence (15)
III. Larger Forms and Contexts (13)

Two groups of Filipino teachers currently studying in the United States were requested to rate the statements in the checklists in terms of priority for teaching to average Filipino students on the college freshman level. The groups, consisting of seven members each, were chosen on the basis of scholarship, teaching experience, and familiarity with both Philippine and American culture. Group L was composed of students specializing in second language teaching; Group NL were majors in fields other than language teaching but within the general area of the social sciences. Both the L and NL groups were given the checklist of cultural features; only the L group was given the checklist of linguistic features.

The L and NL groups agreed on the composite ratings of twenty-seven statements (or 54 per cent) and on the item ranks of twenty statements (or 62 per cent). Both groups agreed on item 4 (equality for all) and Item 48 (industrial adaptation) as deserving highest priority. There are implications that if the checklist were to be used for curricular purposes in which total institutional involvement is expected, the language teachers would have to consider what other departments have to say regarding priorities.

The L group rated twenty-nine statements (or 73 per cent) of linguistic features as having priority for teaching to college freshmen. Item 4 (infinite number of sentences; finite rules and elements), item 13 (structural layers of a sentence), and item 29 (the communication process) were rated highest priority. The responses suggest the need for examining existing curriculums to determine whether these features have already been incorporated and if not, to set up a program of teacher training in order that curricular innovations can be initiated.

A sample of 112 short stories by forty-nine American authors was drawn up from seventy-five anthologies. All the authors are represented at least five times in the sources; thirty-one are represented by five or more titles. The stories were read and classified into Groups A, B, and C, according to the degree to which they reflect American culture, contain linguistic features which facilitate language learning, and appeal to Filipino college students. Nine of the first fifteen most frequently anthologized writers are represented in Group A; the remaining six appear in Group B. Ten of the thirty-five most frequently anthologized short stories appear in Group A; fourteen appear in Group B. The results imply that it is possible to choose stories written by contemporary authors of merit and which are representative of American culture for introduction to second language learners.

The last part of the study presents four topics which illustrate the interplay of culture, language, and literature:

1. representation of paralanguage and kinesics in print
2. the communication situation
3. the subject-predicate relationship
4. the identification of cultural units

A suggested practical outcome of this study is the production of instructional materials in which short stories, as base, are used to highlight features of American culture and American English.

98. DANDOY, Maxima Antonio (Ed. D.). "Student Teaching in Public Teacher Education Institutions of the Philippines." Stanford University, 1952. 357 pp. Source: Stanford University, ABSTRACTS OF DISSERTATIONS (1951-1952), pp. 498-501.

This study is concerned with the organization, administration, and practices which have direct bearing on student teaching in public teacher education institutions of the Philippines.

METHOD USED IN THE STUDY

Questionnaires were sent in 1950 to the teacher education institutions included in the study. Information was also obtained from personal correspondence with educators in the Philippines and personal interviews with Filipino educators who were in the United States. Publications from the Philippines pertinent to the study were reviewed. For purposes of comparing the Philippine educational practices with similar practices in the United States, the literature published by the American Association of Colleges for Teacher Education, the National Association of Supervisors of Student Teaching, and individual research made in the United States which had to do with this study was reviewed.

FINDINGS

Findings show that the typical public teacher education institution for elementary school teachers in the Philippines is a two year normal on the college level. All of them maintain campus laboratory schools and 75 percent supplement their campus laboratory school facilities with affiliated public schools. Educational qualifications of college staff members range from completion of the first year in the normal school to the doctoral degree. The majority of resident teachers hold the elementary teachers certificate from normal schools.

The average ratio of student teachers to resident teachers is 6 to 1; of student teachers to pupils enrolled in laboratory schools, 1 to 7. The ratio of college to laboratory school enrollment is 1 to 2.

The average number of pupils in each class taught by a resident teacher is forty-eight. Every campus laboratory school and most of the affiliated public schools include all the elementary grades.

Affiliation with public school systems is made through verbal agreement rather than written contracts. Principals of co-operating public schools are never members of the college staffs of teacher education institutions although they have supervisory jurisdiction over the co-operating resident teachers in their schools. No payment or recognition of any kind is made for the work that co-operating schools and resident teachers do in the preservice education of teachers. Supervision of student teachers in co-operating public schools is done by the regular supervisory staff of the city or municipality in which the co-operating school is located; college instructors from the teacher education institutions do not supervise student teaching in co-operating public schools.

RECOMMENDATIONS

Recommendations for experimentation in elementary school teacher education institutions of the Philippines are made to the effect that:

1. The period of preparation for elementary school teachers be extended to four years beyond the secondary school as soon as economic conditions of the country permit it.

2. Teacher education programs which aim to develop the qualities needed by teachers for a democracy be established.

3. The educational qualifications of faculty members of teacher education institutions be raised to six years of professional and general education and a master's degree from an accredited graduate school of education.

4. More care be exercised in studying the early training, character traits, vitality, general attitudes, and philosophy of those being considered for members of the teacher education faculty.

5. Specifications for college and resident teachers be co-operatively formulated by administrators and faculties of teacher education institutions.

6. Where campus laboratory schools exist, no distinction be made in rank, qualifications, and salary of college and resident teachers.

7. Adequate salary schedules for teacher education faculties be provided in order to attract the best teachers and induce them to remain and improve themselves.

8. Duly accredited graduate schools with high standards in selected teacher education institutions be established.

9. Graduate schools for teachers give equal attention to the preparation for teaching and research.

10. A rich background of experience in teaching be one of the requirements for admission to a graduate school for teachers.

11. Only one or two student teachers be assigned to each resident teacher at one time.

12. Each group of students under one resident teacher have from thirty to forty pupils to work with and that the resident teacher's class not exceed forty.

13. Campus laboratory schools be discontinued and affiliated public schools be used instead.

14. College teachers supervise student teachers in affiliated public schools.

15. Affiliated public schools include rural community schools.

16. Among the major functions which the laboratory schools serve the following be included:

    a. Experimentation.

    b. Giving students opportunities for experiences in the proper utilization of courses of study and the development of units of work and curriculum materials.

    c. Setting examples of practices in curriculum which are somewhat in advance of those found in the public schools in the area.

    d. Actively participating in curriculum development.

    e. Aiding educators in the geographic area they serve in the solution of their curriculum problems.

    f. Serving as testing ground for new ideas, techniques, and procedures before they are recommended for extensive use.

17. The use of affiliated schools be governed by written contracts which specify the responsibilities of each of the contracting parties.

18. The principal of the co-operating public school be made a part-time member of the college faculty if his educational qualifications permit it.

19. The ideal, as expressed by leaders in teacher education in the United States, of having enough college supervisors so that each student teacher is visited once a week, be approached as soon as the teachers college personnel permits.

20. An internship in community schools be required in addition to the regular student teaching assignment.

21. Requirements for admission to student teaching be flexible in terms of the student's needs, interests, and background; his readiness for student teaching, and his command of the subject matter, including the use of English, the vernacular of the region in which he expects to teach, and the National Language.

22. All who are concerned with the preparation of the student for the profession participate in evaluating his readiness for student teaching.

23. A counseling and guidance program be established to direct the students in the choice of courses and in deciding their fitness for the profession from the time they enter the college.

24. Student teaching be so placed that it comes before the last semester spent in the teacher education institution, leaving the last semester for integration and strengthening points of weakness discovered during the period of student teaching.

25. The nature of professional laboratory experiences following student teaching vary with the needs of the student teacher.

99. DANIELSEN, Albert Leroy (Ph. D.). "Education and Economic

Albert Leroy Danielsen

Growth in the Philippines." Duke University, 1966.
244 pp. Source: DAI, XXVII, 9A (March, 1967),
2665-A-2666-A. XUM Order No. 67-3017.

The major hypothesis of this study is that aggregate output is explained by land, labor, physical capital, and human capital inputs. The problem is essentially one of measurement and of incorporating human capital into the production function. Several problems immediately arise concerning definitions of the above concepts, the method by which each shall be measured, and the time period to investigate. The definitions and measures of land, labor, and physical capital are from official Philippine sources. Human capital is defined as the formal education embodied in the employed labor force and in students 10 years old and over. The 1960 replacement cost of a school-year completed by level of education is the standard used to measure human capital. Since foregone earnings of students are included in the human capital cost measure, the conventionally measured output is adjusted to include foregone earnings of students. Inputs and outputs are measured for 1939 and 1960.

Two theoretical chapters provide the analytic bases for the study. The first classifies and distinguishes the four major approaches to the economics of education: the Financial Resources, Forecasting Manpower, Rate of Return, and the Human Capital Stock approaches. The second specifically defines the concepts of input, output, and productivity and sets forth the basis for combining inputs into "equivalent" labor inputs. Geographic, demographic, and education data are each presented and evaluated in a separate chapter. Finally, the major hypothesis of the study is investigated.

Material and Methods

The study is for the most part a comparative-static analysis emphasizing stocks of land, labor, physical and human capital in the Philippines. All inputs are valued in 1960 pesos. The procedure developed by Schultz is used to estimate the 1960 direct and opportunity costs of a school-year completed in the Philippines by level of education. These estimates are used to value the stock of education in the population and labor force in 1939 and 1960. The other productive inputs and human capital are combined into a total factor productivity index. Such estimates are not as satisfactory for the Philippines as those developed by Kendrick for the United States because of less adequate data, but the resulting indexes are nevertheless useful. Three weighting systems are used to construct the three total factor productivity indexes.

The materials utilized are mostly from the Bureau of the Census and Statistics, the tri-annual Philippine Statistical Survey of Households, international organizations, books and journals. Other source data include the results of a survey questionnaire designed to determine yearly per student direct costs in higher educational institutions and unpublished data provided by the Bureau of Public Schools.

Conclusions

Although the Philippine population grew at an average annual rate of 2.5 per cent between 1939-1960, total output grew rapidly enough to permit per capita output to increase at an annual rate of 1.1 per cent. Per capita inputs of land and labor were less in 1960 than in 1939, and, therefore, per capita output would have declined if only these inputs were included. The weighting system for which the rate of return to physical and human capital are approximately equal indicates that ten per cent of 1960 output is due to increased productivity of land, labor, physical and human capital combined. The other weighting systems yield slightly different results, but regardless of the weighting system employed the study reveals that human capital is an important input and that its contribution to output in 1960 was double that in 1939.

100. DAVIS, Marian Lee (Ph. D.). "Attitudes Toward Relationships Among Prejudice, Political Socialization, and Education for Parenthood in Mindanao." University of California, Los Angeles, 1971. 453 pp. Source: DAI, XXXII, 8A (February, 1972), 4237-A-4238-A. XUM Order

Marian Lee Davis

No. 72-5827.

Problem

The ultimate problem of concern was how to contribute to positive human relations and world peace through healthy human personality development. The facet of that problem on which this study focused was the expressed perception of the influence of child rearing methods on development of prejudice, political behavior, and human relations, and the related perception of the need for education for parenthood to fill the enculturating and socializing roles in south central Mindanao in the Philippines.

Procedure

Questionnaires including demographic variables, character traits admired in children and adults, and Likert type agree-disagree statements assessing level of authoritarianism, perception of a relationship between child rearing methods and political behavior, prejudice seen as having political implications, and need seen for education for parenthood were adapted for Mindanao from accepted attitude scales assessing authoritarianism, dogmatism, and parental attitudes. Responses using questionnaires in five languages: English, Ilocano, Cebuano, Maguindanao, and Ilongo were collected from 543 urban, municipal, and barrio respondents in 68 localities, primarily in Davao and Cotabato provinces in late 1969 through 1970. Data were analyzed by computer according to total responses, and according to each statement, hypothesis, and demographic variable.

Hypothese predicted greater authoritarianism, less relationship seen between child rearing methods, prejudice, and political behavior, and less need seen for education for parenthood by older, more rural, less educated, male, Moslem, minority tribes, extended family members, and those less responsible for children. Conversely, hypotheses also predicted less authoritarianism and greater perceptivity in the young, more urban, better educated, female, Christian, majority tribes, nuclear family members, and parents and teachers.

Findings

Hypotheses were generally, although inconsistently, supported. Variables found in this study to be critical in distinguishing and influencing attitudes were religion and residence size or degree of isolation. Importantly distinguishing variables in descending order were educational level, occupation, majority or minority tribe, the closest role the respondent has in relation to a young child, and age. Variables of little significance were nuclear or extended family and sex. On subsidiary analyses, those who saw the most need for education for parenthood and understood its political implications also knew most about child development principles, and those who saw least need also knew least. Another analysis showed that those with very high "in-group" and family loyalty to the exclusion of outsiders also tended to be more prejudiced against people and groups different from themselves. As hypothesized, teachers were generally more democratic and aware. However, mothers, whose early and intimate role in socialization and enculturation is critical, were the most authoritarian, least educated, saw least relationship between child rearing and political behavior, and were second most prejudiced. For total respondents, obedience and respect were the traits most admired in children, and industriousness and kindness in adults. It was also concluded that other quick, but more qualitative, intercultural attitude research methods might be devised, and that extensive research in non-cognitive and emotional learning is needed, and that education for parenthood is needed and might provide a new approach to permeating democratization.

101. DEAUNA, Melecio C. (Ph. D.). "Some Measured Effects of the Physics Curriculum Project Developed by the Science Education Center of the University of the Philippines." University of Colorado, 1973. 239 pp. Source: DAI, XXXIV, 10A (April, 1974), 6493-A-6494-A. XUM Order No. 73-32,527.

Melecio C. Deauna

The main purpose of the study was to investigate the effects of the Physics Curriculum Project developed by the Science Education Center (SEC) of the University of the Philippines on students' achievement. Included in the Physics Curriculum Project were a textbook (Fundamentals of Physics), a teacher's guide and the in-service training of teachers for this curriculum.

A 2 x 2 factorial design was used in the investigation. The two factors were: type of teacher (A) and type of physics materials (B). The two levels for factor A were: SEC trained teachers and non-SEC trained teachers. The two levels for factor B were: SEC physics materials and non-SEC physics materials.

This experimental design required the utilization of students classified in 4 categories.

1. Senior high school students using SEC physics materials and instructed by SEC trained teachers (T, P).

2. Senior high school students using SEC physics materials and instructed by non-SEC trained teachers (-T, P).

3. Senior high school students using non-SEC physics materials and instructed by SEC trained teachers (T, -P).

4. Senior high school students using non-SEC physics materials and instructed by non-SEC trained teachers (-T, -P).

The null hypotheses formulated for the study were:

1. The type of teacher has no significant effect on student achievement.

2. The type of physics materials has no significant effect on student achievement.

3. There is no significant interaction between type of teacher and type of physics materials.

To test the above hypotheses, covariance analysis was performed on the dependent variable. The dependent variable is an eighty (80) item multiple choice achievement test in physics constructed by the investigator. The items were selected from a 120 item test after it was administered to 241 college freshmen and the results item analyzed. Thirteen covariates were used. The analysis resulted in:

1. The rejection of first hypothesis at the 0.10 level.

2. The non-rejection of the second and third hypotheses.

The adjusted means provided the investigator with the following interpretations.

1. Students instructed by SEC trained teachers performed significantly better in an achievement test than students instructed by non-trainees, regardless of the type of teaching materials used.

2. There was no significant difference in achievement between students who used SEC physics materials and those who used another type of physics materials.

3. No interaction effects between type of teacher and type of teaching materials was detected.

Additional data and information related to the whole project were gathered. Analyses of these data yielded the following results.

The scientific attitudes of students became more positive as a result of exposure to SEC trained teachers who used SEC physics in their classes. No significant change in scientific attitudes was detected among the other groups of students. The Scientific Attitude Inventory by Sutman and Moore was used for this part of the study.

Teachers and students recommended the use of SEC physics materials in the learning of high school physics. Compared to other books they found the SEC text (*Fundamentals of Physics*) well suited to Filipino students. They particularly liked the style of writing and the conceptual approach to the study of physics and adopted by the developers of the course.

Finally, the teachers involved were highly satisfied with the in-service training they received in the content, philosophy, and methodology of SEC physics. They felt that they gained a deeper understanding of physics and a deeper insight in the methods of teaching physics.

102. DE CASTRO, Rosenda Alog (Ed. D.). "A Computer-Based Methodology for a Word Count in Tagalog." University of California, Los Angeles, 1970. 209 pp. Source: DAI, XXXI, 4A (October, 1970), 1682-A. XUM Order No. 70-19,841.

The purpose of the study was to produce a methodology for a word count in Tagalog that utilizes computer resources. The principle behind the methodology is a statistically obtained word list which can be regarded as a series of satisfactory approximations should be based on logical, etymological, stylistic, grammatical and semantic considerations. Six criteria for a basic word list were presented on the basis of this principle:

1. The purpose and field of application of the word list are specifically stated.

2. The words are alphabetized and the frequency and range or distribution of each word are indicated accordingly.

3. It indicates information on the etymology of the words.

4. It indicates grammatical information about the words.

5. It indicates stylistic variations of words.

6. It indicates semantic information about the words.

Of these six criteria, three were applied, i.e., criteria 1, 2 and 4.

A concordance program written in COBOL was utilized in laying out the data of 12,210 words of running text. These data were taken from first to fourth-year high school textbooks in Tagalog. The use of words from this corpus was shown to exemplify the steps in the procedures for determining the frequency and range or distribution of words and for formulating and applying the procedure for determining nominals in context after the nominal marker ang. The latter has produced predictive environment rules (PE-rules) that can be programed for an actual word count of Tagalog nominals in prose.

The methodology produced is by no means complete. Not all the criteria presented based on the principles stated have been applied and not all the PE-rules for nominals and for the other parts of speech have been formulated. This methodology serves as a basic framework for a continuing study on a computer-based methodology for an actual word count in Tagalog.

103. DE GUZMAN, Felipe Lopez (Ed. D.). "Towards a Structural Analysis of Colleges and Universities in the Philippines: The Pangasinan Normal School--A Case Study." Columbia University, 1968. 167 pp. Source: DAI, XXIX, 2A (August, 1968), 433-A. XUM Order No. 68-11,134.

The Philippines has endeavored over decades to develop itself. Socioeconomic growth has been noted since independence, but the nation should achieve much more to become "developed."

Failure to attain socioeconomic development as effectively and as efficiently as the Philippines should is traced to the familistic relationships and personalized values which promote graft and corruption in government.

Better--not more of the same--attitudes, practices, programs, and organizations should be instituted. Better education can be made to usher in this necessary change. In particular, better teachers can and should help promote socioeconomic growth.

Felipe Lopez de Guzman

Social innovation must necessarily enlist the cooperation of all citizens, organizations, and other segments of the society; however, the scope of the change described in this study is limited to the role of better teacher education.

Better teacher preparation is more effectively undertaken by better organized and better administered teacher education institutions. But public normal school organization and administration leave much to be desired. Under highly centralized governmental bureaucracy, the Pangasinan Normal School, for example, is subject to the same familistic relationships and personalized values that generally affect the supra-structure.

Specifically, the purpose of the study was to find out whether or not the organization of the Pangasinan Normal School enables the institution to effectively and efficiently prepare the better teachers needed in the national development.

Procedure

First, an intensive study of Philippine society and education was made. Reports, studies, and various publications were examined. Interviews were conducted. In addition, the writer observed the administrative practices of the Pangasinan Normal School and the ecology of forces that impinged upon the institution.

Socioeconomic development was related with the values and practices of the people. Then, these values and practices were related, in turn, to education--particularly to teacher education.

Second, an intensive study of administration and organization was made. This study was focused on principles and theories and on successful practices in colleges and universities, in business, industrial, and other economic enterprises, and in public administration. Out of this study, an organizational model based on structure was developed.

Third, the Pangasinan Normal School, as an organization, was compared against the model that was developed. Among others, it was found that the Pangasinan Normal School cannot effectively and efficiently achieve its goal of preparing the kind of teachers sought by the emerging Philippine society because of the very nature of its organization and administration.

Finally, recommendations were made in the light of the conclusions of the whole study. Suggestions for implementing these recommendations were of course presented also.

Major Conclusions

1. Filipinos strive to improve their socioeconomic status.
2. Familistic relationships and personalized values limit the opportunities and benefits which they receive from their government.
3. The centralized bureaucratic structure of their government tends to promote familistic relationships and personalized values.
4. Generally, Filipinos believe that education is a powerful force in the improvement of their living conditions.
5. The educational system is adversely affected by the familistic relationships and personalized values that influence the bureaucratic governmental structure.
6. There is a common desire to improve the quality of education.
7. Better teacher preparation is the key to better educational system.
8. There is a trend to convert normal schools and higher education institutions under the Bureau of Public Schools into autonomous colleges to improve education.
9. Under centralized bureaucratic structure, the Pangasinan Normal School is subjected to the detrimental influences of personalized values and familistic relationships.
10. The Pangasinan Normal School will be in better posi-

tion to produce quality teachers if situated outside the Bureau of Public Schools.

104. DE JESUS, Benjamin Pada (Ed. D.). "A Study of the Aspects of the Church Program of the Christian and Missionary Alliance Churches of the Philippines with Implications for Christian Education." Southwestern Baptist Theological Seminary, 1979. Source: CDI (1979), III, p. 322.

105. DE JESUS, Maria Belen Balagtas (Ph. D.). "The Development of English Grammatical Structures of Elementary School Children Learning English as a Second Language: A Linguistic Analysis." Stanford University, 1976. 356 pp. Source: DAI, XXXVI, 12A, Part 1 (June, 1976), 7916-A. XUM Order No. 76-12,992.

The purpose of this study was to describe within the Philippine setting the trends of development of oral English grammatical structures of grades IV, V, and VI children learning English as a second language. On the basis of this description attempts were made to test empirically:

1. the relationship between the development of English structures and length of exposure to English as medium of instruction.
2. the relationship between socio-economic status and ethnolinguistic variables and oral language achievement.

Two groups, totalling two hundred and thirteen subjects, were selected from two public elementary school districts in the Philippine provinces of Pampanga and Bulacan. One hundred and six Pampango pupils who followed a scheme of language instruction consisting of four years of English as medium were matched with one hundred and seven Tagalog subjects who used English as medium of instruction for two years in terms of general scholastic average, age in months and mental ability. The subjects in each group were stratified into comparable high, middle and low social class groups.

Transcripts were made of each pupil's oral response to a series of connected pictures. The transcribed language samples were segmented into T-Units, then analyzed quantitatively and qualitatively using nineteen linguistic indices.

The principal hypothesis was that the development of grammatical structures between those pupils who used English as medium of instruction for four years and those pupils who used English as medium for two years will be the same. To test the hypothesis, the main effect of the independent variables--program of language instruction, grade level, age, and socio-economic status--and their interactions were tested for significant effects on each of the dependent quantitative and qualitative language measures by means of analysis of variance. The model of analysis took cognizance of the unequal number of subjects in a four-factorial analysis of variance design. The main effect of grade was contrasted for each grade level and language group in order to identify the patterns of development in the control of English structures by Filipino children.

On the basis of the statistical evidence the main hypothesis was rejected in favor of the Tagalog subjects. Other findings indicated:

1. That social class did not differentiate English achievement along a high-middle-low social class trichotomy but along a high-middle and a high-low social class contrast.
2. Grade level was a significant source of variance.
3. Sex had minimal differential effect.
4. Ethnolinguistic variables affected the language performance of the two groups of subjects differentially.

106. DE LA CRUZ, Ernesto Sanchez (Ed. D.). "Philippine Agriculture: Implications for Agricultural Schooling in a Province." University of California, Los Angeles, 1963. 291 pp. Source: DAI, XXIV, 10 (April, 1964), 4051-4052. XUM Order No. 64-3050.

The purpose of this study was:

1. to evaluate the present vocational agricultural education program of the Antique National Agricultural School (ANAS) in relation to the agricultural needs of the Philippines and the Province of Antique.
2. to make suggestions for improving the program to meet the special needs of the students and of Antique.

The agricultural needs of the Philippines and of the Province of Antique are revealed by reports of government and private agencies, newspapers, magazines, letters from school and government officials, and records of the graduates of ANAS. The aims, practices, and trends in vocational agricultural and homemaking education, both in the United States and the Philippines, were studied largely through bibliographical research.

The proposed program was based upon a study of vocational agricultural and vocational homemaking education both in the United States and the Philippines. Special problems of the Philippines became evident from a study of the economics of contemplated areas of application. In the Philippines, agriculture is the major industry; hence, national income is largely geared to improvements in agricultural productivity. Rates of production are affected by such factors as:

1. small farms
2. lack of knowledge and skills in farming
3. lack of capital
4. the system of farm tenancy
5. rapidly expanding populations
6. the mores of the people

Several deficiencies were observed in the existing program of ANAS. There is insufficient attention to practical skills training. The content of the related subjects may be improved by appropriate recognition of the two aims of general education and vocational training. Textbooks are inadequate and teaching materials need to be up-dated.

The bibliographical survey made possible a statement of pertinent aims of the agricultural program and practices appropriate to ANAS.

Because of the growing agricultural potential of the province and of the country and considering the needs of those areas, it was recommended that ANAS should perform these functions:

1. Select and organize opportunities for learning and utilize appropriate instructional materials to develop desired student competencies.
2. Improve the efficiency of vocational training.
3. Meet the objectives of citizenship training.
4. Provide contacts and experiences in the full range of farming, homemaking, and life activities.
5. Organize and administer the school as an integral farming community in itself.

A program was proposed to accomplish the following objectives:

1. The program was to be designed specifically.
2. The educational objectives of the school should be made explicit.
3. Ways and means of carrying out the goals and objectives of the school should be agreed upon by the staff of ANAS.
4. The administrator of the school, in cooperation with the school staff, should take responsibility for defining the program.

5. A representative advisory council should be established to advise the administrator in the program formulation.

6. The supervised farming program should be improved.

7. The recruitment and selection of the students should be a continuous process.

8. ANAS should evaluate its program against those of other agricultural schools.

9. ANAS should have a placement program for all of the graduates.

107. DE LA CRUZ, Leonardo D. (Ph. D.). "An Analysis of Philippine Social Studies Textbooks." Stanford University, 1971. 188 pp. Source: DAI, XXXII, 2A (August, 1971), 665-A. XUM Order No. 71-19,669.

Statement of the Problem

Assuming that the bulk of the content of social studies instruction is derived from textbooks, the basic problem of this study was--To what extent do the contents of social studies textbooks in Philippine schools reflect the major dimensions of the "new" social studies?

Design and Procedures of the Study

This study included:

1. A descriptive analysis using William Paisley's idea of content analysis which involved the transformation of content that can be summarized and compared.

2. An interpretative analysis of the nature of Philippine social studies as manifested in Philippine social studies textbooks.

3. Discussions of some implications for reinvigorating Philippine social studies via instructional materials.

Leonardo D. De La Cruz

Social studies textbooks prescribed for use in the public elementary and secondary schools of the Philippines, as well as sample units from three United States social studies book series, were analyzed in this study. The evaluative criteria (or scheme of categorization) used for the analysis were derived from some of the foundational ideas of the "new" social studies, such as the emphasis on the social sciences rather than history, concepts and generalizations rather than specific facts, world view and subcultural view rather than nation view, high level questioning rather than low level questioning, and problematic rather than non-problematic areas.

Findings and Conclusions

1. The content of Philippine social studies, as manifested in the prescribed textbooks, barely reflects the important aspects of the "ferment" in the social studies.

2. Although the American social studies book series are only 56.3 percent "new" social studies oriented, in all categories, the sample units in the American social studies book series scored much higher than Philippine social studies textbooks for the "new" social studies, with an overall difference of 32.9 percent.

3. It is clear from the data that what lowers the score for "new" social studies is the problematic-non-problematic dichotomy. The restrictive nature of the outline provided by the Philippine Board of Textbooks seems to be an additional factor influencing traditional orientation.

4. The data from both Philippine social studies textbooks and sample units in the American social studies book series reveal that authors do not deal with problematic areas either extensively or responsibly. In the United States, problematic areas of the culture are found more in non-textual materials rather than in textbooks.

5. The data showed that history per se no longer holds the gateway in the Philippine and American social studies. In Philippine social studies textbooks, the social sciences do not have an equitable input. Sociology topics predominate.

6. Absent in Philippine textbooks are organizing concepts that serve as framework for factual information.

7. The data showed that Philippine social studies textbooks are fostering Filipinism. Besides, no topics about other countries are found in social studies textbooks, not until the fifth grade, when about 39 percent of them would have dropped out of schools.

8. While Philippine social studies books appear to follow the same principle of expanding environment which guides American social studies, in general, Philippine educators have interpreted that principle narrowly. Hence, a theme such as family deals only with the Filipino family, rather than including representative families around the world.

9. The fact that only one tenth of one percent of topics are about cultural minorities, seems to show that there is no attempt to integrate the two million who belong to cultural minorities.

10. End-chapter questions in Philippine social studies textbooks are 84 percent low level questions within the memory level; hence not much high level thinking is fostered in students. Therefore, it is hard to claim that the social studies is doing its rightful share in the making of self-reliant and forward-looking citizens.

108. DE LEON, Esmeraldo A. (Ph. D.). "The Teaching of Religion in the Public Schools of the Philippines." Florida State University, 1961. 190 pp. Source: DAI, XXII, 4 (October, 1961), 1270. XUM Order No. 61-3634.

The purpose of the study was threefold: first, to develop historical perspective for the present-day issues about religious instruction in the public schools of the Philippines; second, to describe and analyze the nature of the present-day issues; third, to assess present policies in the light of prior administrative policies and practices.

American administration of the Philippines was altruistic. It brought a new doctrine in colonization. Its purpose was to educate and prepare the Filipino people for self-government. In keeping with this purpose a centralized, state-controlled, and secular system of education was established.

Consideration was given to teaching religion in the public schools. A provision in the Organic School Law was made which would permit it. The time and the place for such teaching was not specified. This was left to the discretion of the division superintendents. Upon written request by the parents of the children in the school these public school officials were to designate the time and the place. Aware of the implications and limitations of this particular legal provision in the light of the constitutional principle of separation of church and state, the division superintendents allowed religious teaching only before and after school hours. This practice became the standing policy of the Department of Public Instruction throughout the whole period of American administration. This policy was literally adopted and consistently followed by the ensuing Commonwealth Government and by the Republic of the Philippines during its early years.

Attempts were made to change the law on religious instruction in the public schools by constitutional provision. These attempts failed. The law formulated under the American administration was retained as part of the Constitution of the Philippines. This act by the Constitutional Convention was significant. It represented the adoption by the Philippines of the American principle of separation of church and state in its application to the administration of a public school system.

Another attempt was made to change the principle by statutory law. This was done by the passage of a bill which would have made religious instruction a part of the public school curriculum. This bill was vetoed by President Quezon in 1938 on grounds of unconstitutionality. The veto message gave the President the opportunity to state publicly that the principle of separation of church and state in the Philippines was not a mere theory but a reality. He stated further that as far as the people of the Philippines were concerned, the question was forever settled. He would not allow ecclesiastical interference in the affairs of the state.

Esmeraldo A. de Leon

Upon strong pressure from Catholic officialdom and several Catholic organizations, President Quirino in 1953 yielded and issued an Administrative Order that reversed the stand of all prior administrations, American and early Filipino. The order directed the modification of the standing policy of the Department of Education in order that religious instruction could be given in the public schools during school hours. In carrying out this order the Department of Education formulated a well-defined policy making religious instruction virtually a part of the public school curriculum. This administrative practice constituted a sharp break with prior administrative practices and a virtual amendment to the Constitution of the Republic of the Philippines contradicting the basic principle of separation.

109. DE LOS REYES, Macaria L. (Ph. D.). "A Study of Secondary School Teacher Education in Selected Catholic Institutions in the Philippines." Catholic University of America, 1969. 147 pp. Source: DAI, XXX, 5A (November, 1969), 1894-A-1895-A. XUM Order No. 69-18,579.

The advances of civilization require that prospective teachers have more preparation and professional education. Thus, the teacher-training institutions assume the responsibility of giving specialized professional preparation to future teachers. If the schools, therefore, are to produce citizens who are personally poised, socially intelligent, spiritually oriented, and capable of making a constructive contribution to the work of the changing world, it is essential that they be supplied with competently trained and qualified teachers. In a Catholic country like the Philippines, the Catholic institutions have the great responsibility to keep pace with the rising standards of the teaching profession and with the demands of the rapid changes in the contemporary world.

The purpose of this dissertation was to investigate the secondary school teacher education programs in selected Catholic institutions in the Philippines in order to examine how they reflect the institutions' philosophy, aims and objectives, organization and administration, and preparation of future high school teachers so as to attain an understanding of the potential of these Catholic teacher-training institutions and to develop an appreciation of the contribution currently rendered by them to that country.

The study was primarily a descriptive-survey research. Statistical data were gathered through the use of questionnaires completed by the respective heads of the 54 participating institutions. Other materials utilized in this study included handbooks, catalogues, bulletins, and memoranda from the participating institutions as well as from the Bureau of Public Schools and the Bureau of Private Schools of the Philippines and from the Catholic Educational Association of the Philippines (CEAP). Together with the Philippine pieces of related literature, American literature relative to the study was also referred to such as dissertations, books, and articles published in educational periodicals.

Results of the study showed the following:

1. The philosophy of education rooted in religion is preserved in the present-day Philippine Catholic institutions.

2. The aims and objectives of the Catholic institutions incorporate the objectives stipulated for both public and private schools by the Department of Education (State).

3. The country's secondary schools and institutions for higher learning are predominantly Catholic under the auspices of Religious Orders and Congregations though they are under the direct control and supervision of the State.

4. Most of country's high school teachers for both public and private schools are graduates of the Catholic institutions in the Philippines.

The study also showed that while the Catholic colleges and universities in the Philippines are trying to maintain a living interest in the teacher education movement, there is still much room for improvement particularly in the re-evaluation and redesigning of the curriculum in the context of the objectives specifically set forth by the Catholic Educational Association of the Philippines and of those stipulated for both public and private schools by the state.

Furthermore, the study showed that Catholic institutions in the Philippines do not exist simply to perform a supplementary service; rather they have a distinctive type of contribution to make, a contribution that is in coordination with the needs of the nation.

The Philippines needs Catholic teachers, not merely Catholics who happen to be teachers, much less teachers who happen to be Catholics. Therefore, their potential qualifications for their profession as teachers require the acquisition and strengthening of a sound moral and intellectual formation. The ideal principle then for prospective teachers should be grounded on the formation of Christian men and women whose lives exemplify the great values of an integrated human personality with God as the Source and Center of their preparation for their future teaching

110. DE LOS SANTOS, RUFINO (Ed. D.). "Developing a Revised Program for the Dansalan Junior College High School, Marawi City, Philippines, on the Basis of Discovered Maranaw Needs." Columbia University, 1961. 257 pp. Source: DAI, XXIII, 5 (November, 1962), 1572. XUM Order No. 62-3547.

This study derived its inspiration from one of the vital problems which the Philippine Government faces today, that of drawing the Moslem Filipinos within the body politic--that is, of persuading them to take to the attitudes and practices which inhere in their role as Filipino citizens; it drew its immediate impelling drive from:

1. the constitutional mandate to have the nation's schools teach the duties of citizenship, which has generally

been construed for the schools in Moslemland as helping to draw the Moslem Filipinos within the body politic.

2. a felt need of the Dansalan Junior College High school, a private school in the Moslem province of Lanao of which the writer happens to be the director, for a program which takes Maranaw (Lanao Moslem) customs and practices into account.

The purpose of the study was two-dimensional:

1. To bring into clearer focus the nature of the integration problem by unearthing the source, tracing the growth, and defining the present status of discovered Maranaw practices which represent deviations from the requirements of Philippine citizenship.
2. To formulate for the Dansalan Junior College High School a revised program which would provide the Maranaws the opportunity to analyze their values and beliefs critically--to look at them, not from the outmoded view of tradition, but from that of today's circumstances and needs in the light of their role as Filipino citizens and in terms of the revisionist spirit now animating the Moslem world.

The study was limited to the social aspect of the integration problem. On the basis of the available literature on Maranaw social life, four elements of this particular facet were pinpointed for the purpose of the study: position of women, polygyny, divorce, and involuntary servitude.

To accomplish the first half of the two-dimensional purpose, an overview of Maranaw social structure was made. The four attitudes and practices were then examined against the relevant requirements of Philippine citizenship to determine Maranaw needs and to adduce the objectives for Maranaw citizenship education.

Finally, against a background suggested by a review of the literature on curriculum development and of that on the school as a proper medium for the critical analysis of culture and with particular attention to the liberal spirit in Islam which has been upsetting old attitudes and uprooting traditional practices in the various Moslem lands, the program proposal was spelled out--the scope, sequence, and organization of experiences were indicated, the program content was outlined, guidelines for action were drawn, a plan for the in-service training of teachers was set up, and a system of evaluation was proposed.

111. DEL ROSARIO, OSEAS A. (Ed. D.). "A Proposed Audio-Visual Program for Schools and Colleges in the Philippines." Indiana University, 1956. 199 pp. Source: Indiana University, STUDIES IN EDUCATION (Thesis Abstract Series, No. 8, 1956), pp. 105-112.

Two years ago, during the 1952-1953 school year, the Foreign Operations Administration, United States, and the Philippine Council for the United States Aid, Philippines, jointly underwrote a program of utilizing audio-visual materials for improving instruction. As planned and organized, it was to be a phase of the over-all program of enriching the curriculum and improving instruction through curriculum development. Such being the case, there was no detailed blueprint for its administration. Plans for its operation, if there were any, were in broad categories. This study has been made to help meet the need for more detailed planning and organization of this program.

The Problem

The purposes of this study were:

1. To analyze the practices and trends governing the organization, establishment, and administration of audio-visual programs in the United States.

2. To develop, on the basis of such analysis, principles common to all audio-visual programs.

3. To analyze the present audio-visual program in the Philippines.

4. To propose a workable audio-visual program for the pub-

lic schools and public normal colleges in the Philippines based on the aforementioned principles.

Specifically, the study has sought to find answers to the following questions:

1. What are the present practices and trends in the organization, administration, and operation of audio-visual programs in the United States?
    a. What are the present practices and trends in the organization of audio-visual programs in the country?
    b. What administrative patterns are found to be desirable in the administration of audio-visual programs?
    c. What are the major functions of audio-visual programs in the country and how are they carried out?
    d. What is the present thinking on the most effective ways of financing such a program?
2. Considering the answers to the foregoing questions, what principles and trends should one observe in the organization and administration of an audio-visual program?
3. What is the present organizational structure of the audio-visual program in the Philippines?
    a. How is it administered?
    b. What are its functions?
    c. How is it financed?
4. Considering the foregoing principles and trends, what constitutes an effective and working program of audio-visual education in the Philippines?

Procedure

Information vital to the development of the study was secured from various sources. Data concerning the practices governing the organization and administration of audio-visual programs in the United States were obtained from several research studies, books on audio-visual education, reports of national organizations, etc., and interviews the writer had with many chief state school audio-visual officers from many sections of the United States during the course of his observations. These data were analyzed for principles and trends in the administration of audio-visual programs. Data concerning the general administrative structure of the present audio-visual organization in the Bureau of Public Schools, Philippines, were obtained from the different publications of the Bureau. Other information was drawn from the experience of the writer as a supervisor of audio-visual education in the general office of the Bureau of Public Schools, Philippines.

With the foregoing data and principles as a guide, a suggested audio-visual program for the public schools and public normal colleges in the Philippines was proposed.

Principles and Trends on the Organization and Administration of Audio-Visual Program

A careful and critical analysis of the educational literature revealed that several principles and trends in the organization and administration of audio-visual programs can be generalized from it, among which are the following:

1. At present the trend in the United States indicates that the audio-visual program is becoming a statewide operation, with the state, regional, and local units each performing important and related functions.

2. An audio-visual program functions best when it is in a coordinate relationship with other parts of the instructional program.

3. The director of an audio-visual program is a professional educator with basic training in administration, supervision, and curriculum work as well as professional training in audio-visual education.

4. The trend in the organization and administration of a statewide audio-visual program seems to be toward decentralization.

5. In the administration of an audio-visual program, the trend is to seek the advice and counsel of an audio-visual advisory committee or council.

6. Functions of an audio-visual program on any level are generally

   1. training and research.
   2. material service.
   3. production.
   4. public relations.

7. An audio-visual program requires financial support based on needs.

8. An audio-visual program functions best when it gets support from state funds.

9. In the materials area, there is a growing tendency to place the operation of the film library and the production activities on a revolving fund basis.

Present Audio-Visual Program in the Philippines

The present program of audio-visual education in the Philippines was initiated two years ago in connection with the establishment of a curriculum laboratory in the Bureau of Public Schools, a project which was jointly sponsored by the Foreign Operations Administration, United States, and the Philippine Council for the United States Aid, Philippines, for the purpose of improving instruction through curriculum development. The program as planned established an audio-visual center in the main curriculum laboratory in the general office of the Bureau and regional centers in the branch laboratories which are found in each of the eight regional normal schools of the system and in the Philippine Normal College. The functions of the program, as implied in the purposes for which the curriculum laboratory was established, are primarily training in the proper utilization of audio-visual materials and, to a certain extent, production of inexpensive audio-visual aids for teachers.

In the light of the principles and trends developed above, an appraisal of the program shows that it has the following desirable points:

1. The program as organized in the Philippines is a nationwide activity.

2. As organized, the program tends to be decentralized.

3. Present and future financing of the audio-visual program seem encouraging.

On the other hand, the following limitations of the present program were found:

1. At the present time there is no adequate provision for the training of personnel who can develop this program.

2. The program is not in coordinate relationship with other parts of the instructional program in the Bureau of Public Schools.

3. The program lacks the guidance of an advisory committee or council.

4. The functions of the present program are very limited.

5. The program is not adequately financed.

Proposed Audio-Visual Program for Schools and Colleges in the Philippines

Utilizing the principles developed from a careful study of the reported practices and trends in audio-visual education in the United States and keeping in mind the conditions and present educational progress in the Philippines, the writer proposed a program of audio-visual education for the public schools and public normal colleges in the Philippines.

Administrative organization. The trend in the administration of the audio-visual program in the United States, as revealed by a perusal of the literature on this topic, suggests statewide administrative organization, decentralized to three levels; namely, the state, regional, and local.

According to several studies such an administrative practice contributes to equality of educational opportunity and also promotes opportunities for democratic action and individual community initiative.

Conditions in the Philippines suggest that the above-mentioned administrative organization would be the best for this country as well. Therefore it is proposed that the program, as organized by the educational mission sent to the Philippines under the auspices of the Foreign Operations Administration and by the officials of the Bureau of Public Schools, be maintained. The program as planned and organized was nationwide, and as such it should be. It is suggested, however, that it be modified to suit conditions in the country. As modified, the program may operate on three levels instead of two. It is proposed that these be

1. the national level, with the audio-visual center in the general office of the Bureau of Public Schools.

2. the regional level, with the center in the regional normal schools and in the Philippine Normal College in Manila.

3. the local level, with the center in the division office of each of the different school divisions or provinces or charter cities.

The literature in the field indicated that the audio-visual center at the state level may be found in the state department of public instruction or in the state universities. It also revealed that an audio-visual center functions best when it is in coordinate relationship with other parts of the instructional program.

In the Philippines, conditions suggest that on the national level the center in the general office of the Bureau of Public Schools should be maintained. It is proposed, however, that its status in the administrative organization of the Bureau be changed to give it a coordinate status with other parts of the instructional program. Considering the administrative organization of the Bureau of Public Schools, it is suggested that the center be raised from its present status, which is that of a section under the curriculum division, to that of a division under the promotional divisions of the Bureau.

It is also proposed that the director who is appointed to head the audio-visual center be given positional status as chief of a division. The literature indicates that the director must be a professional educator with basic training in administration, supervision, and curriculum work as well as professional training in audio-visual education. Considering this idea, it is also suggested that the director of the center in the general office be an educator who has broad educational experience. He must have training and experience in teaching, administration, and supervision. He must have experience in curriculum work. He must possess skill in establishing good relationship with other people, and he must have the necessary training in audio-visual work.

The director is an administrator in his division or center only. His relation with other staff members in the general office may be of a consultative nature. He may be regarded by teachers, supervisors, and superintendents as an advisor, a source of information, and an expert observer in the field. As a chief of a division, he is responsible to the Director of Public Schools through the assistant director.

The literature also points out that in the administration of an audio-visual program, the trend is to seek advice and counsel of the audio-visual advisory committee or council. In the Philippines, conditions suggest that this practice might be worthy of adoption. Considering this, it is proposed that an advisory committee or council be appointed by the Director of Public Schools to help the audio-visual director in promoting and developing the nationwide audio-visual program.

A further study of literature revealed that the centers on the regional level are found in the different teacher-training institutions. Following this practice, it is proposed that, on the regional level, the centers in the eight regional normal schools and in the Philippine Normal College be maintained. It is suggested, however, that their status in the administrative organization of these schools and colleges be that of a department, coordinate with that of other departments, such as English, national language, science, and others. Following the practices pointed out by the literature, it is proposed that the director appointed to head the center be given the rank of department head. The director must be an outstanding member of the faculty of these schools or college and must have the necessary training for audio-visual work. As head of a department, he would be administratively responsible to the school principal or, in the case of the audio-visual director in the Philippine Normal College, to the President of the College. As on the national level, an advisory committee or council may help the director in coordinating his activities with those of the other departments in the school or college.

In the United States, the educational literature also pointed out that the centers on the local level are found in the county or city school systems. Conditions in the Philippines suggest that the centers at the local level be located in the division office of each school division in the system, except in the divisions where the regional schools and the Philippine Normal College are located. It is proposed that a director whose status may be that of a division supervisor head the center. He should have the qualifications of the division supervisor plus training for audio-visual work. As on the national and regional levels, it is suggested that an advisory committee or council be appointed by the division superintendent to help the director in his audio-visual work.

Functions. According to educational literature, the functions of an audio-visual program on any level are generally

1. Training and research.
2. Material service.
3. Production.
4. Public relations.

In the proposed program, it is suggested that the program on each level perform these functions in accordance with its needs.

The main function of the program on the national level may be to provide leadership in the over-all program of audio-visual education in the Philippines. This function may be advisory and promotional. Specifically, it may be:

1. To promote and supervise teacher education and research in the proper utilization of audio-visual materials.

2. To evaluate, select, and distribute audio-visual materials which are of specialized nature.

3. To produce audio-visual materials which may be needed by the general office staff and teachers in the colleges and schools.

4. To promote and supervise public relations work.

On the regional level, the functions of the program may be:

1. To handle the pre-service and in-service education of teachers in the use of audio-visual materials.

2. To evaluate, select, and distribute audio-visual materials which include basic reference films, filmstrips, and recordings.

3. To produce audio-visual materials which may be needed by the teachers in the normal schools or college or by the teachers in the field.

4. To do public relations work in the region.

The functions of the program on the local level may be:

1. To handle the in-service education of teachers in the division or province or in chartered cities in the proper use of audio-visual materials.

2. To evaluate, select, and distribute audio-visual materials, which may include basic text films, filmstrips, slides, and recordings to the schools in the province.

3. To produce inexpensive audio-visual teaching aids which are needed by the teachers in the province.

4. To do public relations work in the province.

The educational literature indicated that the most common practice in the distribution of films and other audio-visual materials is to distribute them free or on a rental charge basis, with the renting institution paying for the amortization of the materials and the handling charges involved in such a service. Considering the budgetary practices in the Philippines, it is believed that the free distribution of films and other materials may work well in the proposed program. It is therefore suggested that the films and recordings and other materials be distributed free, but that the handling charges and transportation expenses of these materials be paid by the borrowing center or school.

Finance. A careful perusal of the educational literature revealed that an audio-visual program functions best when it gets support from state funds. It pointed out also that, in planning a budget for a workable audio-visual program, the trend is toward the use of the per-teacher unit. Considering the budgetary practices in the Philippines, it is believed that the foregoing financial arrangement may work well for the proposed audio-visual program. It is therefore proposed that the program be financed from the national funds, the total amount to be estimated on the basis of per-teacher unit. It is proposed, further, that the amount be made a continuing appropriation in the national budget of the Bureau of Public Schools under an item, "Audio-Visual Program." The latter proposal is suggested to insure a continuing appropriation for the program.

While practices differ in the allotment of state funds to the different state audio-visual programs, as pointed out by the literature, the trend is for the State Department of Public Instruction to

1. allot funds to the state, regional, and local audio-visual program for the purpose of purchasing audio-visual materials and equipment.

2. to allot funds to local schools on a matching basis for the purpose of purchasing audio-visual materials and equipment and for the rentals of materials provided by the different audio-visual centers.

Conditions in the Philippines suggest that the above financial practices, with modifications, can be adopted for the proposed program. It is therefore suggested that, since the program may need new personnel, a part of the appropriation be alloted for salaries, another portion for operating expenses, and the remaining portion for materials and equipment. It is further suggested that a part of the funds for materials and equipment be allotted, on the basis of needs, to the national, regional, and local centers for the purchase of audio-visual materials and equipment, and the remaining amount be allotted, also on the basis of needs, to the schools in the provinces for the purchase of equipment and inexpensive audio-visual materials provided by the different centers.

To supplement the funds from the national budget, it is suggested that the centers be allowed to receive gifts and donations from community civic groups and parent-teacher associations. However, as the program gains support and prestige, it is hoped that the yearly national appropriation will be sufficient to cover all financial needs.

112. DEMING, Mary Beard (Ph. D.). "The Influence of Marriage and Childbearing on Occupational Mobility in the Philippines." University of Chicago, 1975. Source: DAI, XXXVI, 4A (October, 1975), 2448-A-2449-A.

With data from the urban portion of the National Demographic Survey taken in the Philippines in May, 1968, the social mobility hypothesis with respect to fertility is studied in the context of socio-economic achievement in the Philippines. It is hypothesized that delayed marriage and delayed childbearing facilitate upward mobility by freeing resources that could improve the chances for occupational achievement. Path analytic techniques are used to evaluate the role of childbearing in the process of achievement, the influence of migration, the determinants of occupational attainment in 1960 and 1968, and the determinants of childbearing. The process of occupational attainment is analyzed separately for recent and lifetime migrants.

The sample for this study consists of wives with complete pregnancy histories, married only once to household heads with complete work histories. Since the husband's work history indicates his occupation in 1960 and 1968, the stage of family formation by 1960 is of primary concern. Wives aged 25-34 in 1960, whose husbands are 25-64 in 1968 are the focus of analysis, giving a total sample of 945 couples.

Years from marriage to first birth, years of child-rearing by 1961, number of live births by 1961, and "child-years" by 1961 are considered relevant indicators of the cost of family formation for occupational mobility. These measures of early fertility are compared for their influence on subsequent mobility with the usual measure of fertility used in such research, the number of live births by 1968.

Delayed childbearing, controlling for variables likely to affect the relationship, does facilitate mobility in the toal sample, but has a substantial effect only for husbands who migrated between 1960 and 1968. Migrants defined by place of birth show less support for the social mobility hypothesis than more recent migrants, indicating longer residence in urban areas, and thus greater opportunities for assimilation. For the total sample and among all subgroups chosen for analysis, early family formation is more important for subsequent mobility than completed fertility. This result lends empirical support to the revision of the hypothesis to reflect the causal relationships between family formation and career mobility. As rapid child-bearing following marriage is characteristic of the Philippines, the variables representing the timing of childbearing within marriage have less influence on occupational attainment in 1968 than the number of live births by 1961.

The timing of marriage is the only "timing" variable with a substantial effect on mobility. The zero-order correlation of marital duration with 1968 occupational status is stronger than any of the correlations of 1960 childbearing measures with 1968 status. The difference between mean occupational status scores in 1960 and 1968 is highest for those married after 1960, intermediate for those married between 1952 and 1960, and lowest among those married before 1952. Marital status in 1960, chosen as the marriage variable most likely to affect subsequent mobility, has no direct effect of its own after background and other status variables are controlled.

Mary Beard Deming

The determinants of childbearing and the relative effects of ascribed and achieved antecedent variables on husband's occupational status are evaluated. Apart from the influence of demographic factors, the wife's social status tends to have negative effect on childbearing, while the husband's status has a positive influence. Husband's education and wife's education are the most important determinants of 1960 occupational status, followed by father's occupation. Migrants have occupations which are less strongly influenced by their social origins than nonmigrants.

These results clearly suggest the importance of studying the process of family formation in its dynamic aspect, in relationship to changes in social and economic status during the life cycle. The study of the social mobility hypothesis in the larger context of socio-economic achievement provides a broad perspective for analyzing the influence of various career contingencies, and facilitat cross-cultural comparisons.

113. DEPAKAKIBO, Serafin Torralba, Jr. (Ph. D.). "The Relationship of Selected Factors to the First Semester College Achievement at a Philippine University." Illinois State University, 1979. 142 pp. Source: DAI, XL, 2A (August, 1979), 570-A. XUM Order No. 7917889.

This study was conducted at the University of Southern Mindanao during the first semester of the 1978-1979 school year. The university has adopted an admission policy based on the percentile rank in the National College Entrance Examination (NCEE) which is given by the national government to all students desiring a college education.

Three major hypotheses and fifteen sub-hypotheses were resolved using the selected preadmission cognitive and noncognitive variables. The cognitive variables were the National College Entrance Examination (NCEE) and the high school average grade. The noncognitive variables were:

1. Personal characteristics--age, sex, major field, and high school curriculum finished.

Serafin Torralba Depakakibo, Jr.

2. Socioeconomic factors--family income, father's education and occupation, and mother's education and occupation.
3. Psychological factors--parents' support, job aspiration, and student's interest.
4. Demographic factors--location of residence and high school attended and class size. Data were collected for 300 randomly selected college freshmen.

The SPSS programs used were the bivariate analysis, stepwise regression procedure, t-test, one-way analysis of variance, and Fisher's LSD Range test. The first semester college grade point average (CGPA) was the criterion variable.

In the bivariate analyses, the NCEE score and the high school average were significantly related to college achievement. However, in the stepwise regression procedure, the NCEE score entered first and the high school grade, then, did not add significantly to the variance of the college grade point average accounted for by the NCEE score.

The noncognitive variables found significantly related to college achievement were sex, age, major field, job aspiration, and class size. Upon further analysis using these five variables and the NCEE score for predicting college achievement, only the major field contributed significantly to CGPA variance beyond that explained by the NCEE score.

114. DEVORETZ, Don Jon (Ph. D.). "Investment in Philippine Educational Resources: 1966-1974." University of Wisconsin, 1968. 253 pp. Source: DAI, XXIX, 12A Part 1 (June, 1969), 4145-A. XUM Order No. 69-896.

This thesis attempted to define what, if any, direct pecuniary returns were derived from Philippine educational expenditures in the recent past (1966). Each level of formal education was investigated to determine internal rates of return and present income values accruing to the student and society from attending school. This information provided the basis for analyzing the question of how much resources should be devoted to education and how these resources should be distributed within the Philippine educational system over an eight year investment horizon.

Three basic methods were employed to project the allocation of students and other educational resources. First, an internal rate of return calculation was made which equated the discounted costs to discounted earnings of paired educational alternatives. The resulting magnitude of these rates of return provided the order for selecting educational investments over the planning horizon and determining the investment nature of each level of education. The core of the thesis, however, entails a second method, a constrained maximization approach. In its final form, the latter incorporated into the objective function both a consumption function for elementary education and present income values for the remaining levels of education. The goal was to maximize the present value of educational activities while minimizing the cost of consumption-oriented elementary education. Also, various assumptions about the nature of the objective function and possible policy measures were altered to simulate enrollment patterns and resource use over an eight year period. Finally, a manpower planning approach was briefly explored as a third method. It assumed a target growth rate for the economy over the investment period which supplied the labor force projections which when refined and weighted by educational attainment yielded educational enrollment patterns.

These three methods provided revealing information about future Philippine investment priorities. The internal rates of return earned on educational expenditures in the Philippines with the exception of general secondary education were low (8 to 20 per cent). Elementary education with less than 8 per cent return could not support an investment hypothesis. The constrained maximization model with its joint consumption--investment objective function funnelled most students into general secondary education producing only enough elementary students to support secondary education. The remaining elementary students were educated in low cost terminal education. The imputed values for all educational resources except capital inputs were very low or zero. The manpower projections were in close alignment with the optimization results, except that a larger number of labor force entrants were left uneducated under the manpower technique.

These results led to several conclusions about planning methods and educational investment in the Philippines. First, it is clear that there is an oversupply of resources in the Philippine educational system. The low rates of return and inputed resource values for education indicate that a reallocation of resources to other sectors in the economy is necessary to raise the economy's output. Moreover, the remaining educational resources should be reallocated within the system to favor general education on a mass basis at the expense of vocational education. To accomplish this reallocation, capital markets for student loans must be improved, and larger and better distributed physical facilities must be made available in the Philippines. Finally, this study emphasizes the great value of viewing long-term educational investment planning as a three stage process. First, the investment nature of education should be tested (rate of return). Second, then a consumption demand and present value objective function should be explicitly formulated. Third, only after then can investment patterns be simulated intelligently over the planning period to reveal proper courses in economic policy.

115. DIMAYA, Pedro Damo (Ed. D.). "Relationships of Some Service Aspects of the Libraries under the Bureau of Public Libraries in the Philippines." University of Tulsa, 1960. Source: Stucki, p. 85; and Abstract from Author.

Designed to investigate the relationship of four service aspects of the public library system in the Philippines, this study tested the hypothesis that the factors of resources, financial support, and librarian qualifications have a constant relationship with circulation.

Thirty-seven municipal libraries could not provide complete data; all of the other libraries under the Bureau of Public Libraries were included in the study. The data, which covered the period of twelve months between July, 1956 and June, 1957, were organized separately for each type of library.

Since standardized measurements of library services are generally made in terms of units of population, the data were converted into per capita figures for circulation, resources, and financial support. For librarian qualifications, an index was constructed to include educational attainment and civil service eligibility. The data evidenced wide variations in service aspects among the libraries within each classification.

The hypothesis was tested by the partial correlation method with circulation as criterion and the other three service aspects as predictor variables. Except in the case of the municipal libraries, where a significant correlation was obtained between per capita circulation and per capita resources with the two other variables partialled out, the findings failed to establish a consistent relationship among the service aspects.

116. DIVINAGRACIA, Sofia Castro (Ed. D.). "The Improvement of Education in the Philippines Through An Adequate Program of Supervision." University of Georgia, 1965. 218 pp. Source: DAI, XXVI, 7 (January, 1966), 3714-3715. XUM Order No. 65-10,290.

The purpose of the study was to examine public education in the Philippines with reference to improving it with an adequate program of supervision. The procedure used in achieving this purpose was to examine the condition of the Philippine education system and project a plan for improving education. The plan proposed is a plan of education of supervisors who will assist teachers and others in upgrading the total school program. It is assumed that these supervisors will perform such tasks as the following:

1. Help teachers identify problems relating to the school.
2. Help teachers to have familiarity and skill in making use of all media of instruction.
3. Plan for continuous study of the curriculum.
4. Encourage and assist with research of school problems.
5. Develop and arrange learning opportunities for professional growth of school personnel.

The program proposed to help the supervisors acquire the competencies needed to perform these tasks will include the following phases:

1. Pre-service education which includes two semesters of course work designed to help the student ready himself for his professional job.
2. In-service education which includes a year of on-the-job experience designed to utilize the job itself as a laboratory for further educational study.

The basic educational program is on the fifth-year college level. The entire program is designed to meet the professional needs of persons currently engaged in supervision and persons who are planning to be supervisors.

117. DOUGLAS, Donald Edward (Ph. D.). "American Education in the Creation of an Independent Philippines: The Commonwealth Period 1935-1941." University of Michigan, 1979. 334 pp. Source: DAI, XL, 5A (November, 1979), 2514-A-2515-A. XUM Order No. 7925139.

A generation of American control over the Philippine Islands had passed by the inauguration of the Philippine Commonwealth in 1935. Nowhere had the colonial presence been experienced more directly by Filipinos than in the field of education. Accordingly, a public school system emerged in the islands which was fashioned after its American prototype. The likeness extended to the administration of the system, the methodologies employed in the management of the classroom and to the articulated goals toward which education would press.

The concern uppermost in the minds of the American administrators of the public school system was whether Filipinos, granted virtual sovereignty during the transitional Commonwealth period, would be able and willing to continue to pursue the goals and visions articulated for public education by their American mentors. The question this study addresses is whether the United States government either officially or unofficially attempted to control or direct the destiny of Philippine education during the Commonwealth years to insure the retention of American purposes for education in the islands. The extent to which Filipino leaders sought to deviate from the American educational pattern during the Commonwealth is also explored as part of this question.

To address this issue, evidence was sought in official and unofficial documents of the period. The manuscript collections of J. Ralston Hayden, Frank Murphy, Manuel Quezon, Franklin D. Roosevelt, Douglas MacArthur, J. Weldon Jones, Paul V. McNutt, Francis B. Sayre and the Bureau of Insular Affairs section of the National Archives were examined as major sources of evidence for this study. In addition to other minor manuscript collections, the official reports of the Department of Public Instruction, the Annual Reports of the Governors General and the United States High Commissioner, and the reports of the Military Advisor and the special survey committees involving education were explored in the preparation of this study.

Using the personal statements and the public policy developments of the period it was found that the chief educational issues of the Commonwealth involved the military training of Filipino children in the public schools, the development of a national language and the future role of English in the islands, the financing of compulsory primary instruction on a national basis, the expansion of the primary schools to achieve universal education, the enlargement of adult education, the increasing utilization of the state university in national development and the emergence of a textbook policy for public schools.

The evidence suggests that there was no attempt on the part of the United States to continue its control of Philippine education after the inauguration of the Commonwealth. American interests centered on other issues in the Fil-American relationship such as the military defense of the islands, the adjustment of the Philippine economy to world market exigencies and the establishment of a stable, democratic political system. From the American viewpoint the legacy of American education had been firmly adopted in the Philippines by the mid-1930s.

During the Commonwealth Filipinos in a position to influence policy and direct the future of Philippine education elected to retain the form and substance of public education received from America. The initiation of indigenous practices which departed from the American model of public education were either short-lived or incidental to the major thrust of Philippine education during the period. Commonwealth educational policy favored continuity with the system of education bequeathed by America. Hence, change in the particulars of education occurred within the parameters established for public education by the United States.

118. DUFF, Robert Ward (Ph. D.). "Neighborhood of Residence and Knowledge, Attitudes and Practices with Regard to Conception Control in a Philippine City." University of Notre Dame, 1971. 240 pp. Source: DAI, XXXII, 5A (November, 1971), 2806-A. XUM Order No. 71-27,755.

While neighboring has been given credit in the literature as one of the important elements of interpersonal interaction, relatively little research has focused on the neighborhood from the standpoint of how variations in type of neighborhood may influence individual residents.

This study is a contextual analysis concerned with the influence of neighborhood class composition of conception control knowledge, attitudes and practices. However, it proceeds beyond the scope of most contexual studies in that an attempt is made to understand the basis for differentials noted between the KAP of persons residing in the various types of neighborhoods. This explanation is made in terms of diffusion theory.

The city selected for the study, Cebu, is the second largest city in the Philippines and is characterized by a mixing of classes within a number of its residential areas. The data analyzed was collected through a survey of 365 Cebuano housewives from residential areas of varying class composition.

The data indicates that residential area class composition is of high importance especially with respect to the diffusion of conceptual control information to lower class housewives.

In an attempt to elaborate on why the class composition of residential areas has such a large effect on knowledge of conception control techniques for lower class housewives, two factors have been identified as requiring emphasis. First, lower-middle class residents in mixed residential areas function as sources of information for their lower class neighbors, increasing the quality and quantity of information circulating within the lower class neighboring group.

This factor explains why the lower class in segregated areas (homogeneous lower class areas) were found to be in a relatively deprived state with respect to knowledge of conception control techniques.

Second, other lower class neighbors are a major source of information about conception control methods for lower class residents in any type of neighborhood. Therefore the existence of a large lower class neighboring group in a residential area is related to relatively high diffusion of information.

This factor explains the finding that lower class living in areas where they are a numerical minority of the total residents are also in a relatively deprived state with regard to knowledge of conception control techniques.

Essentially a three-step flow of information hypothesis has been presented. The lower-middle class obtain information from sources outside the residential area. A small proportion of lower class residents interact with these lower-middle class and obtain information from them. These, in turn disseminate the information to the rest of the lower class group.

It is, therefore, in the even mixed neighborhoods of lower-middle and lower class households that the social structure facilitates the appropriate interpersonal relationships which allow for the most rapid diffusion of conception control information to the lower class housewives.

119. DURAL, Marie Therèse (Ph. D.). "Selected Administrative Practices of Principals in the Catholic High Schools of the Philippines." Fordham University, 1968. 679 pp. Source: DAI, XXIX, 8A (February, 1969), 2473-A. XUM Order No. 69-2624.

This investigation sought to determine the extent of use of selected administrative practices by principals in the past and for the projected future; to discover what relationships, if any, existed between the extent of past and projected future use of practice and the five designated variables; and to ascertain the extent of change from the past to the projected future use of practice.

The subjects of the study were 491 of the 671 Catholic high school principals in the Philippines; they were the respondents to a checklist devised from the educational literature.

The checklist contained 110 selected practices in the administrative areas of student progress, faculty improvement, and instructional materials service. The five variables employed in the study were: enrollment, faculty size, curriculum pattern, principal's professional preparation, and principal's administrative experience. The data were evaluated by means of three statistical procedures: the frequency and percentage of distribution, the chi square technique, and the t test.

Analyses of the findings seemed to justify these conclusions:

The principals used the practices to a moderate extent in the past but intended to use them more extensively in the future. The practices related to faculty improvement were used to a greater extent in the past than those related to student progress and instructional materials service. The practices related to instructional materials service will be used to a greater extent in the projected future than those practices related to student progress and faculty improvement.

Among the five variables, the principal's administrative experience and professional preparation seemed to exert the greatest influence on the past and projected future use of practice. These two variables influenced the past use of the practices related to student progress and faculty improvement to a greater extent than those related to instructional materials service; however, they influenced the projected future use of the practices related to instructional materials service and student progress to a greater extent than those related to faculty improvement.

Significant changes towards the projected future use pertained only to the practices dealing with the provision for a standardized testing program and the provision and effective utilization of instructional films, filmstrips, and slides.

The investigator recommended that:

The principals in the Catholic high schools of the Philippines should use more extensively the modern and common administrative practices.

Since the extent of past and future administrative functioning of the principals depended largely upon their administrative experience and professional training, the principals should make these factors more operative in their tasks by securing greater stability in their administrative position and by advancing their professional growth through such steps as the pursuance of a postgraduate degree.

The principals should periodically evaluate their administrative performance regarding modern practices to enable them to keep abreast of educational findings.

Further research should be undertaken regarding the practices of the Catholic high school principals in areas other than those used in the study and with other variables such as students' academic performance, students' socio-economic background, teachers' professional training, teachers' morale, principals' attitudes, and size of the community.

In addition, further research should be undertaken regarding the practices of principals in the Catholic elementary schools and of deans in the Catholic colleges in the Philippines in order to determine the kind and extent of practices being used in these other educational levels.

E

120. ELEQUIN, Eleanor Tengonciang (Ed. D.). "A Study of the Effectiveness of the Student Personnel Services and Adequacy of Guidance and Related Course Offerings for Teacher Training at Philippine Normal College." Michigan State College, 1954. 328 pp. Source: DAI, XIV, 6 (1954), 952-953. XUM Order No. 8067.

The Problem

This study attempted to determine the opinions of students, alumni and faculty at Philippine Normal College concerning:

1. the effectiveness of the student personnel services provided by the college in promoting student adjustment.

2. values accruing from course offerings in guidance and related fields for teacher trainees in the development of competencies and acquisition of experiences for successful teaching.

Method, Technique, and Data

Data were obtained from 372 lower division students, 296 upper division students, 37 alumni, and 19 faculty respondents through the use of questionnaire forms. Analysis of questionnaire returns from the four groups was made by getting a frequency count of responses under the categories provided and computing the corresponding percentages.

Findings and Conclusions

In addition to revealing personal data about the students, alumni, and faculty, results of the survey indicate that:

1. In general, findings revealed satisfaction with the orientation program on the part of all the respondents. Particular aspects rated very valuable were:

    a. Group conferences with student leaders.
    b. Making of tours of the neighborhood.
    c. Faculty-student "get-togethers" or "mixers."
    d. An orientation course for freshmen and transfer students.
    e. Student handbooks.
    f. Lectures on rules and regulations.
    g. Convocations.

2. With respect to the seeking of the Dean of Student Affairs for help in personal problems, there was a tendency for the alumni to get such help which was not indicated by the lower and upper division students. It was evident that respondents from the student and alumni groups were reluctant to give their reactions concerning the Counseling Service.

3. Elements of the student activity program rated very

valuable by the student and alumni groups were:

a. Student government.
b. Social organizations.
c. Publications as The Torch.
d. Athletic activities.
e. Music.

Student and alumni respondents further indicated that the student activity program is highly coordinated by the Advisor of Student Organizations while the faculty respondents were of the opinion that it could do more for the non-participants.

4. All the respondents were in agreement that all students except those who have homes in Manila should live in college-owned or approved residences. It was further indicated that group life at Philippine Normal Hall is satisfactory.

5. It was the opinion of all the four groups surveyed that the dispensary services meet the existing needs of the student body. However, psychiatric service and emergency hospital services are not available for the students.

6. There was general disagreement among the lower division students, upper division students, alumni, and faculty respondents with respect to such items as short-term loan funds, financial counseling, part-time employment services, and direct aid to the needy student.

7. The majority of the student and alumni respondents favored the establishment of a placement service for all students. Placement activities rated essential by the students and alumni were considered of little value by the faculty respondents.

8. All the groups were in agreement that discipline measures at PNC are remedial and not punitive in nature. There was also general agreement that the office of the Dean of Students Affairs makes preliminary investigations in discipline cases.

9. There was general disagreement among the faculty re-

spondents regarding phases of the admissions procedures and maintenance of student personnel records.

10. Comments made by the upper division students, alumni, and faculty respondents were tabulated and represented a diversity of opinions concerning guidance and related course offerings. Criticisms were concerned mainly with the need for functionalization of these courses through the use of more adequate audio-visual aids, up-to-date references, observations of actual cases in the Training Department, field trips to the community agencies and institutions, adoption of Filipino standards to replace American standards, lengthening of the time allowed for some of the courses, and more supervision of teacher trainees who are on internship training in off-campus schools.

11. Students, alumni, and faculty respondents seem to be aware of the role played by the student personnel services on the campus and the values of guidance and related course offerings in the education of teacher trainees.

121. ENGRACIA, Luisa T. (Ph. D.). "Female Labor Force Participation and Fertility in the Philippines." Utah State University, 1981. 176 pp. Source: DAI, XLII, 4A (October, 1981), 1807-A. XUM Order No. 8120712.

This study has been conducted to determine whether or not in the Philippines, the labor force participation of married women has any relation to their fertility and to describe the nature of this relationship if it does exist. Data from the 1978 Republic of the Philippines Fertility Survey are utilized. Specifically, the study is based upon the responses of 8,462 currently married Filipino women in the age range 15-49 who have been married only once.

Multiple regression models are formulated to allow the two endogenous variables to explain each other. In addition, a common set of exogenous variables, namely, age at first marriage, type of childhood residence and educational attainment are included in the models. The parameters are estimated using ordinary least squares method. Moreover, the models are applied to each of six birth intervals of the women.

The results of this investigation pointed to an inverse relationship between work participation and childbearing. With respect to the causal nature of the relationship, empirical observations seem to indicate that work determines childbearing more than childbearing affects work although this aspect of the relationship needs to be explored further for more definite statements.

122. ENVERGA, Tobias Y. (Ph. D.). "The Comparative Role Expectations of Filipino and American Teachers with Regard to the Administrator." University of Chicago, 1954. 262 pp. Source: Eells, p. 121.

123. ESPANOLA-AMERILA, Anna P. (Ed. D.). "Factors Affecting the Implementation of a Curriculum Innovation in the Philippines: A Study of the Population Education Program." Columbia University Teachers College, 1981. 268 pp. Source: DAI, XLI, 12A, Part 1 (June, 1981), 5053-A. XUM Order No. 8111512.

The purposes of this study were to find out the experiences of school administrators and teachers at the different stages of project implementation, and to get the perceptions of school administrators and teachers about changes in terms of objectives, content, and instructional strategies as prescribed at the central level of the Ministry of Education and Culture and what actually happened at the local level.

Data sources were 270 elementary teachers and 68 administrators from nine districts in one school division in the Philippines using random sampling procedures. Data were collected by means of a questionnaire modified from the Rand Change Agent Study, the Ebner dissertation, and the Havelock and Huberman study of innovations in developing countries. Frequencies and percentages for the responses of the population groups were computed. Chi-square statistic was also used.

The selected findings were:

1. Teachers and administrators reported that the Population Education Program was implemented through the administrative hierarchy of the educational system, using the prescribed strategy of implementation.

2. The teachers' project involvement was the integration of population education in selected subject areas, with administrators supervising such integration and participating in project working teams.

3. The problems encountered by both groups of respondents during project implementation were: overloading of teaching assignments, inadequate knowledge of subject matter, and lack of funds.

4. In teaching the content of population education, respondents reported the following problems: lack of time for integration; topics were contrary to prevailing socio-cultural values of the community; grade placement was not suited to pupils' level of understanding; and difficulty of integration.

5. The reward cited for project participation was improvement of teaching ability, while negative sanctions for non-participation in the project were increase of teaching load for teachers, and withholding of promotion for administrators.

6. Constant monitoring and supervision by school authorities was considered effective in sustaining interest in the continued implementation of the project.

7. Teachers considered use of directives strong adherence to specified national goals and maximum use of

local resources as the three most important elements in a sound strategy of innovation. Administrators added use of media and responsiveness to local needs to these elements.

8. Teachers were more flexible in project implementation while administrators were strict implementers.

9. Compared responses of teachers and administrators to questions on whether changes occurred in objectives and content revealed no significant difference. A significant difference was found in responses to the question on the congruence of strategies employed to prescribed strategies.

10. Five districts were found to have somewhat strictly implemented the project, while four districts were found to have somewhat "loosely" implemented it.

11. Age group and level of education were not significantly related to manner of implementation.

12. Position of administrators in the educational hierarchy influenced their responses to the question on whether local project implementation was congruent with centrally-prescribed implementation.

The implications of the study are:

1. The present training scheme needs to be restructured to include new types of programs.

2. Resource personnel should provide more skills and content support.

3. Teachers and administrators should be involved in writing local curriculum materials.

4. Certain institutional arrangements should be altered, such as attention to overload of teachers and administrators.

5. Special services should be offered by schools/institutions to implementers of innovations, and more effective linkages with other networks should be utilized.

6. An alternative strategy for implementation, which includes initial needs assessment, reciprocal feedback, a plan for collaborative funding, and continuous formal and informal evaluation, is recommended.

124. ESPERANZA-RODRIGUEZ, Maria (Ed. D.). "A Proposed Program of Kindergarten Education for the Philippine Public Schools." University of Florida, 1961. 382 pp. Source: DAI, XXIII, 2 (August, 1962), 497. XUM Order No. 62-725.

With the opening of pre-elementary classes in the regional normal schools and in a few elementary schools in the Philippines, there was need for an organized educational program for these classes. The purpose of the dissertation has been to plan and propose a program of kindergarten education for the Philippine public schools.

The method of arriving at the proposed program included the following steps:

1. Studying Philippine culture and life to identify cultural aspects significant in education.
2. Examining data about the Filipino kindergarten child to pick out significant characteristics of the said child.
3. Analyzing the expectations of the Philippine public schools.
4. Identifying needs arising from the above factors.
5. Studying the present pre-elementary classes in the regional normal schools through the use of questionnaires answered by pre-elementary teachers and supervisors of pre-elementary classes to see how the classes are meeting the needs and to identify the problems of pre-elementary classes in the Philippines.

6. Studying kindergarten education in the United States to find suggestions for meeting the needs and problems related to kindergarten education in the Philippines. This involved the study of professional literature, observation of selected kindergartens in Florida, interviews with administrators and teachers of the kindergartens observed, and conferences with the latter.

7. Evolving criteria for a good kindergarten in the United States based on the study made of kindergartens in the United States.

8. Evaluating the usability of the criteria for a good kindergarten in the United States as guides in planning a program for kindergarten education in the Philippine public schools.

9. Planning a proposed program for kindergarten education in the Philippine public schools, utilizing among other things the ideas gained in the study of kindergarten education in the United States.

The program for kindergarten proposed for the Philippine public schools respects Philippine cultural values, endeavors to help ameliorate Filipino living, and tries to help achieve the objectives of education in ways and to an extent appropriate to the level of maturity of kindergarten children. It utilizes principles and practices of kindergarten education in the United States which have merit in the development of Philippine public school kindergarten. It is broad in scope, flexible, suggestive, and general in nature.

The program was presented in three parts as follows:

1. Curriculum and instructional practices in kindergarten.

2. Home-school relationships in kindergarten.

3. Operational standards for kindergarten.

The first part gave samples of learning activities and experiences of children in kindergarten under the guidance of the teacher, and of suggested instructional practices. The second part offered means that may be effective in orienting parents and children to the kindergarten situation and ways of securing and maintaining a continuous, intimate, and effective home-school relationship. The third part suggested standards related to enrollment, schedules of daily activities, plant, facilities, equipment, supplies, and teacher qualifications.

The dissertation made the following recommendations:

1. The kindergarten should be gradually incorporated into the Philippine public school system.

2. The proposed program should be studied, tried out, and evaluated cooperatively by selected pre-elementary classes. On the basis of this evaluation, recommendations should be made concerning an organized program for kindergarten in the Philippine public schools.

3. The pre-elementary classes should conduct organized experimentation to insure continued growth of the program. The kindergarten should be a cooperative action research project of the regional normal schools.

4. Teacher training institutions should offer an organized curriculum that gives prospective kindergarten teachers the special training and competencies needed in kindergarten teaching.

128. ESPINO, Iluminada Galang (Ed. D.). "Organizational Effectiveness and Integration of the Elementary and the Secondary Levels of the Timoteo Paez Integrated Pilot School in Manila, Philippines." State University of New York at Albany, 1976. 100 pp. Source: DAI, XXXVII, 6A (December, 1976), 3291-A-3292-A. XUM Order No. 76-28,279.

This was a case study of the perceived relationship between the organizational concepts of effectiveness and integration as applied to a school setting in Manila, Philippines. There were four basic research questions which guided the development and completion of this study. The findings were based on a 123-item-5-point-scaled questionnaire, and a total sample of 153. Of the total respondents, 123 were school staff (ingroup), and 30 were PTA board members and supervisors (outgroup).

The overall measure of effectiveness was $\overline{X}=3.75$, and the overall measure of integration was $\overline{X}=3.41$. The coefficient of correlation between effectiveness and integration was $r=.749$. There were no significant differences of perception of effectiveness and integration among various respondent groups in terms of age, experience, education and school level of assignment. The in and out grouping of respondents, however, indicated a significant source of variance ($p < .05$) in the perception of effectiveness.

Based on the findings, the study concluded that:

1. Both effectiveness and integration performance scores were perceived lower than the score for an agreeable situation (4.00).

2. There was a high positive relationship between school effectiveness and integration.

3. There were no significant differences in the perceptions of effectiveness and integration among the respondent groups, except for the in and out grouping in their perception of the overall effectiveness of the school.

126. ESTACIO Y CALANOG, Ceferina Irenea (Ph. D.). "Design of an Approach to the Teaching of English in the Philippines." Harvard University, 1956. Source: Dissertation, pp. iii-xxii.

This thesis, in its formulation of a new approach to the problems of second language teaching in the Philippines, draws upon close familiarity with the seriousness of learning difficulties as they have been widely observed in Philippine schools. It draws also upon field experience in second language teaching and the teaching of reading in American classrooms and adult education centers over the past three years, and upon observation in some elementary classrooms in Great Britain in the spring of 1955, as well as shipboard teaching of English to migrants of several language backgrounds during the summer of the same year.

The complaint against poor language teaching and poor readers is not peculiar to the Philippines. Everywhere in the English-speaking areas of the world, and not the least in the countries where the language is native, the same feelings have been noted by educators and laymen alike. The foreword to the report of the Committee on Reading in General Education begins with an honest general appraisal of the situation in the United States:

> ....Training students to read has been traditionally the responsibility of the elementary school. The first of the three R's was long assumed to be a relatively simple mental tool which each pupil easily acquired soon after he left kindergarten. The fallacy of this assumption is well demonstrated by the appalling number of our adult population who read with difficulty, with poor understanding, and with little enjoyment.

And the following statement is likewise significantly relevant:

> ....The demand is insistent and nationwide for help in improving reading in secondary schools and colleges....

And again, the following observation on reading in Great Britain:

> ....Those who have been closely concerned with school education have always known that, in spite of the efforts of teachers, a few of the children leaving school each year are unable to read or write, while a number can do so only haltingly....Not unnaturally the amount of illiteracy among young people has become in recent years a matter of growing concern....

Similarly, the existing state of language learning in the United States and elsewhere is arousing comment such as is frankly expressed by a superintendent of schools in Massachusetts:

> ....The outcome of language teaching is almost everywhere unsatisfactory. The result of eight or nine years of persistent instruction pitiful. The High School is emphatic in its condemnation of the results.... Indeed the Grammar School teacher is only too well aware of the correctness of the charges. Everywhere throughout our broad country the same characteristics mark the outcome of English teaching in elementary schools. They are:
>
> 1. lack of freedom in the use of language,
> 2. lack of accuracy,
> 3. lack of fertility of thought.
>
> These lacks are frequently serious,....and always clearly evident except in favored towns or with exceptional children.

There is less agreement on where to lay the blame. College teachers condemn the high school, which in turn blames elementary education. In the Philippines the elementary school does its share of blame-assigning, and this to the educational system. The term "educational system" here may denote a number of things: the curriculum, the shortened hours, and the quality of teachers. But at least in the Philippines, laymen and educators alike attribute the weakening products of instruction in part, to a recognizable problem.

Crowded classrooms, shortage of buildings and teachers and equipment, are underlying causes of much educational failure even in a highly developed culture with the resources of the United States; while underdeveloped areas of the world too frequently can offer little if anything in the way of formal instruction to the masses of their people. In some countries, however, it is not so much the lack of educational facilities which causes a high percentage of illiteracy, as the system under which these facilities are operated. The curriculum, in these places, is adapted neither to the language nor to the environment of the people. This situation is widespread in those countries of the Far East where, in consequence of cultural and political involvements, the education of youth is carried on in the language of foreign governments. Without fear of much contradiction, it may be said that in no other country is the situation better exemplified than in the Philippines. There, for over half a century now, instruction in the subject fields has been given through a foreign tongue, English. Language learning, in itself a complicated enough process, becomes infinitely more so in such a situation where the substance and the medium of instruction have to be learned simultaneously. Both the vernacular and the second language fail as effective communication instruments in such case.

Communication is an essential of all institutions basic to society. Communities can exist and nations develop only through the utilization of modes of communication. And language is the most important of these. Language learning then should stand high among the directed activities of an individual. Language, Johnson once said, is "the most immaterial of the instruments at man's disposal" yet in a number of ways it is the most enduring. By means of it, a culture is transmitted through generations of men, across boundaries of space and time. Without language, knowledge of things and events beyond one's immediate direct experience would not be possible.

> It is now generally conceded that children do not and cannot learn all or even a very sizeable fragment of what they, as cultural heirs, must learn, solely on the basis of direct experience. The indirect, vicarious experience which is brought to children by means of language so greatly expedites both their personal and intellectual development that only by generous recourse to it can be impart to the young, in one or two short decades, the legacy of human history, its trials, tragedies, techniques, and triumphs....

In a rapidly changing cultural environment such as we have today, mere availability of language is not sufficient: its potentialities as a factor in guiding an individual along a well-integrated pattern of growth should be utilized to the utmost. To do this, there must be, on the teacher's part, a respectable understanding of the nature of language, what it is and what it does. But although reflection about language has been one of the oldest and most constant preoccupations of man, with bitter controversies at times accompanying periods of great interest in it, yet there still is "no agreed theory of language--as elementary mechanics, for example, is an agreed theory."

Working upon such a theory at Harvard over the last decade or so, I. A. Richards has himself, in collaboration with Christine Gibson, developed structured sequences of materials for the teaching of elementary language and reading which have stimulated considerable experimentation. The vocabulary of their material draws upon the Basic English word list devised by C. K. Ogden as an outcome of his work with Richards in the early nineteen twenties. Application of its principles of selection to the devising of high-utility teaching vocabularies for elementary teaching of other languages has been one outcome.

Exploration of their graded direct method approach to language instruction and its implications for the teaching of reading has led the writer to adapt some of the Harvard materials for use in Philippine classrooms. In an effort to offer a suggestion for the development of better readers--better in the sense that pupils may become more purposeful, more discerning, and better able to choose amongst a number of alternative meanings, and consequently more effective users of language--this thesis seeks to apply its new approach to the teaching of a second language in the Philippines, with the concomitant abilities and skills of speaking, reading, and writing which all language learning--be it a first or a second or a third language--involves.

The use of the term "new" carries with it an implication that the existing methods do not fulfill the goals. In truth, this failure to approximate the ideal in terms of pupil development and language power is borne out by surveys and observations by Philippine educational leaders. Details are plentiful and enough have been supplied in the opening chapters of this thesis to state the case for improvement. But there has been no lack of awareness of the diverse problems and difficulties besetting the Filipino child learning English, and correspondingly, many steps have been taken by individual educators and groups to improve the system. The most recent move and one which apparently offers the greatest potential for improving classroom performance is the use of the vernacular as teaching medium in the early grades. This movement has been discussed at length in the second chapter. In the third, the matter of learning to read is looked at more closely with the view to getting a clearer understanding of how it goes on and how it may best be improved. An analysis of the process as it is carried on in the native language and in the foreign medium seeks to discover the essential points of similarity and difference, and the implications of these for teaching.

In the analysis, attention is given to the nature of the perceptual process in reading, the acquisition of the native language, and the development of meaning. This process of meaning development in the native language is examined as it relates, first, to spoken language, and second, to written language. Physiological factors are touched upon only as they become pertinent. The first part of the discussion deals with the nature of reading in general, and the process of learning to read in the native language. The latter part treats of learning to read in English. Two aspects of the procedure in second language learning are compared: that of learning to read when there has been no background of reading in the vernacular, and reading with initial instruction in the local dialect. Because of the very nature of the process, it is not always possible to confine the discussion purely to one or the other sections of the dichotomy, but relevant comparings are made at various points.

For the purpose of this thesis, it will be wisest to think of language in terms of two viewpoints:

1. As a system of interlocking symbols and therefore a vehicle of thought.

2. As an instrument of communication.

Language is, contrary to popular belief, a non-instinctive means of conveying ideas, feelings, and wishes through a system of symbols. An infant would learn to walk even if society were eliminated, but he would not learn to talk.

The study of language is primarily a study of meanings. Competence in the use of language may not be acquired through knowledge of words alone but only insofar as the words have been connected with the actualities of personal experience. Care must be taken, though, that the original connection between the symbol and the situation is not carried too far in life nor to too extreme a degree; otherwise, automatic identification of the situation and the symbol may become so persistent as to hinder the attachment of other meanings to the same situation when it recurs in a different context. The teacher should have keenness enough to perceive this danger. If she does not, clarification and systematization of the child's unorganized experiences will hardly be possible. Language in this case will become not a symbol of anything but merely an empty system of sounds and signs.

It may be pertinent to observe at this point the kind of behavior an infant manifests to produce speech. The first attempt at language, the first cry, is not a separate bodily reaction; it is a diffuse movement, part of a larger response which may involve facial expression and kicking of the limbs. Like the first cry, language beginnings are generalized; the earliest individual words are, to a child, expressions of complete thoughts in themselves and may represent anything from a simple to a complex sentence. If allowed to persist too long, the tendency to attach general meanings to words, or invariable interpretations of a situation simply because a common element is noted, may hinder the development of new insights and lead to the mistake of thinking about language as a closed system.

So we come to a master rule of method: It is the sense of a word in a particular use which we have to consider first, not the general meaning, the wide range of all its senses taken together, nor something we may suppose is common to them all.

Where reading instruction is attempted through the medium of a second language at the time that the introduction of that language is also being embarked upon, however, getting the sense of words read is a difficult feat indeed.

The introduction of reading in Philippine schools at almost the very earliest stage of education when language ability in a foreign medium has not been developed as yet nor the native medium cultivated to adequate degree, exemplifies this problem. It is no wonder that the public schools have not been productive of satisfactory results in the past few years. Other factors have contributed to this steady weakening of the results of instruction, among which may be mentioned the reduction of the total hours of schooling in the elementary grades to almost half of what it used to be before 1940, the change being due to economic causes. Yet only those who have seen young children at their overformal work in such classrooms fully realize how frustrating it can be for those still inexperienced as to how to behave in the company of a roomful of strangers to be launched upon the heavy task of learning a completely unfamiliar idiom with its complexities of sound, utterance, and structure, and trying to get the content of instruction through it at the same time.

The writer believes that the continuance of such a practice cannot but result in a steady deterioration of instruction. Even though no statistical proof can be advanced to support this contention, there having been no large-scale testing of school achievement in the Philippines since the Monroe Survey of 1925, the widely observable results speak for themselves. In 1952 the head of a survey group declared that "in the absence of formal evidence, one can only believe that so many observers cannot be totally wrong and that the accepted impression is based on solid fact."

It is with the hope of attempting to remedy this sorry state of teaching and learning that this thesis comes forward with a proposal related at base to certain currently advocated solutions, namely, the use of the vernacular in the early grades, but differing from these in that it embodies principles of learning theory and design which have not yet been employed in the recent innovations. A key refinement of the suggested use of the native language in the earliest level of schooling is the use of this language supported by a systematic presentation of its fundamental sentence forms in meaningful situations. The idea is first to acquire the essential competencies in and through the vernacular before any introduction to a second language is attempted. By means of this initial instruction in the native tongue, and through the attainment of abilities and habits helpful in language learning of all sorts, the subsequent task of speaking, reading, writing, and thinking in English is to be simplified and made more effective.

The suggested design will be limited to the first grade for two reasons:

1. The restrictions of space.
2. The importance which the first grade assumes in setting the pattern of language habits a child will have the rest of his life.

One single subject, reading, has been singled out for treatment. Reading is unquestionably the most fundamental subject in the curriculum. Upon its mastery or nonmastery hinges a child's achievement and performance in other subjects; increasing number of studies show that lack of mastery of reading skills constitutes a major cause of school failures.

But the importance of reading does not stop with school life. It pervades an individual's postschool activities also. The school should therefore strive to inculcate attitudes of wholesome interest towards it so that it may become a real instrument in the person's growth. Wholesome attitudes towards an activity are possible only when performance is attended by success and consequent pleasure. So it is in reading. A procedure which will work towards the achievement of this success must therefore have to be a prime concern of every reading teacher.

The American school recognizes the importance of reading; so much of the school life is devoted to it that the American school has sometimes been called "a reading school." Philippine schools likewise recognize its importance but the necessity of adhering closely to schedules set by a central office has resulted in the rigid compartmentalization of subjects into strict time divisions. Flexibility and too marked a deviation from the standard procedure are not too easy to introduce in the public schools.

The centralization of educational administration has the further effect of establishing highly uniform practices and methods of teaching. Where an unusual degree of standardization exists, it is not surprising to find uniform errors and weaknesses also. Thus, the tendency to resort to memorization and word-by-word reading is widespread in the Philippines. These failings, though not justifiable, have certain very recognizable causes. Because the language of instruction is strange not only to the pupil but even to the teacher, it is often not possible to give expression to one's thoughts in words other than those of the text. There is, moreover, usually no real way of checking on comprehension as questions designed to fulfill this end belong to the standardized-for-scoring type which serve only to test memory and recall. The methods in current use to teach reading in the Philippines are discussed in the introductory portion of this study.

In recent years much attention has been given to the part which vernacular languages may play in education. Encouraged by the research efforts sponsored by UNESCO, there is now an increasing tendency to use the native language for initial instruction in areas where a second language is later to be taught. In some places it is the sole medium of instruction, while in others it is used as an initial vehicle by which the difference between the new and the old is spanned.

The recognition of the possibilities for the utilization of the vernacular has a very real bearing on the urgent problem in the Philippines of what language should be used in beginning reading. One of the main causes of inefficient reading instruction, which is well within the school's control, is faulty timing. A certain state of maturity is necessary before any kind of reading, whether it be in the native language or in a new one, is done, and this maturity will depend partly on facility in spoken language. If formal work is begun before the children have had the experiences that cultivate oral resources in the individual, reading will lack meaning and purpose.

The first step to literacy, it has been noted, is the power of effective speech. Children need to build up a stock of ideas and a speaking vocabulary sufficiently large to enable a beginning in reading to be made. The preparation for reading, both of the first and especially of a second language, should be a carefully guided period with provisions for meaningful experiences planned to invite young minds to the task of verbal expression as if it were play. "Not," as Gibson and Richards say, "play in the sense of soft options, distractions and irrelevant competitive games, but that play which is formative and enlightening exercises...in learning to read is our unique opportunity to set up for the rest of life the expectation that work will be in itself enhancing, and success in it the supreme satisfaction, whatever rewards may attach." Such an arrangement should make it possible for the pupil to feel a sense of achievement from the first step of reading instruction and to derive satisfaction from it.

One of the views on the importance of reading has been stated by Watts thus: "For public and private reasons alike children must learn to read, for, where the ability to read is not general, the maintenance of a high level of civilization is hardly possible, and, where the power to get enjoyment and information from books is lacking, the development of a satisfactory personal life is unlikely to be realized."

The child who comes to the first grade has attained a competence in his mother tongue to a point that will allow him to use it as an effective means of furthering his intellectual and emotional, through his linguistic, growth. It is an invaluable tool for ordering and elaborating his store of experience. To sweep the native language away completely as soon as the child enters school is to disregard the accepted effectiveness of learning from what is known to what is not known. Instead of making the reading task easier, such an approach renders it more difficult; a new set of habits has to be acquired without any background to start from. Adequate understanding of how language works and principles of learning theory, especially as they relate to second-language learning, are necessary before a competent program can be laid out. Certain principles of language study and theories of learning are discussed at length in the third chapter. The process of teaching reading in English in two types of situations is considered:

1. Where there is no previous reading instruction in the native language.

2. Where teaching is begun in the native tongue.

The plan here envisaged is to use the national language, Tagalog, it being also one of the more widespread vernaculars, as an approach to the teaching of English not in the way it is used in current practice--i.e., as "auxiliary medium of instruction," by which is meant merely that the teacher is allowed to explain in the dialect to the class when an English statement or question is not understood by the latter. Nor is it merely to make translations of existing textbooks into the language of the community. The premise here is that there is a best order for introducing the elements of instruction: namely, that they should be initiated in the native language through the native culture, in an order that makes sense to native children if the control which is such a necessary prerequisite to reading is first to be gained. The principle of grading which operates through an arrangement of learning steps designed to prevent or at least reduce to a minimum possible errors and confusions is a key feature in this ordered presentation. Another principle kept in mind is that of presenting the material through meaningful situations to establish proper relations in the child's mind.

The use of language to which the child has been accustomed from birth will make the transition to the life represented by school more gentle. It will serve, moreover, to help him sort out, clarify, and order his as yet immature and unsystematized experiences. After a period designed to give the first-grader sufficient control of the written form of his native tongue, ideally a year but in this case only a half term, the second language will be started orally, with all the available resources of the most effective known methods of presentation related closely to the teaching of a native language.

The fourth chapter of this thesis is devoted to a comparason of Tagalog and English, on the basis first of phonemic features, those features so important to an efficient introductory teaching of the second language orally. The brand of English heard in many Philippine classrooms today, English often intelligible only to Filipinos, is an outcome of ignorance or disregard, in methods of instruction, of differences between the phonemic systems of the two languages.

Equally harmful is unawareness of structural differences and differences in idiom. The second section of chapter four analyzes syntactic and semantic features of English and Tagalog, pointing out essential dissimilarities. The writer's design of Tagalog adaptations of the Harvard reading and language primers makes use of this analysis of the two language systems in selecting and arranging effective teaching sequences in the native tongue.

The proposed program has for its principal feature the use of carefully and systematically graded materials of instruction. These have been adapted from English texts for Grade One. Words on Paper, the basis of the adaptation, is an outgrowth of the studies in simplification by I. A. Richards and C. M. Gibson at Harvard and applies the context theory of meaning in language.

The design of the materials in the Harvard Graded Direct Method, the name by which the Richards-Gibson techniques are known, is a focal point in the same manner that reading should be a focal point in all teaching. The design of a text, they contend, is the natural cockpit for a program of exploration and reform in beginning reading. Based upon the theory that the development of meaning is a function of the comparison fields in which it develops, Words on Paper and the Tagalog primer exhibit a departure from traditional textbook design. There is a bold attack on mechanics from the very start without sacrificing meaning and content. This is to say that mechanics are not taught separately but are built in, as it were, into the meaningful sentence-situations. The ingenious device of limiting the features to which the child must direct his attention in the learning process consists in systematic and rigorous control not only of words as is the contemporary practice, but also of letters and of structural elements. Only regular sentence forms are used, and the relations between sense and syntax are understood through comparison of sentences in situations. Graphic language is used along with aural-oral language to illustrate, support, and reinforce the latter.

Vocabulary control is a popular criterion for textbook-making, but it is not the sort of control Words on Paper takes into account. Traditional word-control is based on the position of words on "frequency lists"; words high on these lists are selected and made the nucleus round which the stories in the texts and readers are built.

The vocabulary of Words on Paper, on the other hand, has been chosen on the basis not of frequency but of utility; the words, as has been said, are among the five hundred most useful and teachable in the 850-word list compiled by C. K. Ogden. The meaning of each item of vocabulary is presented clearly in the situation in which it is first employed, and every structural element is so displayed that its relation to meaning is demonstrated by means of the situation which the sentence describes. Understanding of the sentence and discrimination of its parts, words and letters both, proceed through the comparison of the sequences of meaningful sentence-situations (Sen-Sits) one with the other. Each sen-sit presents the sentence and the situation together, in recognition of the principle that an utterance becomes comprehensible only when interpreted in the context of its situation.

The teaching of words in isolation is avoided because words can convey no real meaning unless treated as part of a larger context. "The meaning of a word is not absolutely definite; there is always a greater or lesser degree of vagueness...." To foster the tendency of attaching fixed meanings to individual words would be to accept the existence of a direct bond between symbol and referent which is not really there. It may work unconsciously to promote the belief in word-magic, the idea that the word gives power and produces action, an idea prevalent not only amongst primitive men but even amongst illiterate members of present-day civilized communities, and a characteristic of the infant's process of developing meanings.

Chapter five provides an analysis of the English reading primer Words on Paper and its Tagalog adaptation, displaying essential features of the design. The Tagalog primer is not a translation of the English. It is a carefully planned adaptation that has been made after a comprehensive and detailed comparison of Tagalog and English had been worked out. There has been an attempt to rule out as far as possible the weakness of most direct translations, namely, the tendency to force the constructions of the new text into the mould of the original. This practice produces stilted and unnatural language not at all in keeping with contemporary speech especially if the two languages are as variant in patterns as Tagalog and English are at points.

Two brief examples of these differences may serve to illustrate the preceding statement. In Tagalog the inverted order of the sentence is generally preferred to the actor-action construction in English, an arrangement which Bloomfield calls a "favorite sentence-type." Thus, where in English a sentence would run: *The house is large* (article-subject-verb-complement), in Tagalog it would be: *Malaki ang bahay*, literally, *Large the house* (predicate adjective-article-subject, the verb being lost). Again, while in English one would say *This man is here*, in Tagalog it will be: *Itong taong ito ay narito*, or literally, *This man this is here*. The demonstrative adjective has to be repeated after the word it modifies if emphasis as to which man is meant is to be secured.

The appendices provide sample pages of the Tagalog materials based on the Harvard Graded Direct Method of teaching languages. These materials include the film strips and recordings of the first half of the text *English Through Pictures*, the basic text. The two texts, *"Mga Salita sa Papel"* (Words on Paper) and *Tagalog Through Pictures* provide the framework for the first graded materials in Tagalog which can give the Filipino child the appropriate beginnings of control in his own language, a control calculated to lessen the tremendous burden that English-learning ordinarily imposes.

A description of the procedure for classroom use of the materials follows the chapter on the adaptations. It becomes apparent that the sequences of simple sentences with their graded letter intake, their limited, highly concrete vocabulary, and uncomplicated syntax framework can be made maximally intelligible to the child as he learns to read by means of them. He looks through the language, as it were, to the observable things that they are talking about. He can begin by means of them to organize and order his growing stock of ideas about the world of things and people in which he moves. He learns to make clear statements about them, naming them, locating them in space, describing features of them which he is led to observe. Everything he reads in these early chains of sentences can be related to the situation that gives it meaning. His number work, his elementary instruction in the sciences and the social studies, health education and handicraft all interrelate as he identifies, numbers, observes and explores features of the inorganic world of sun and sand and water, the organic life of grasses, flowers, and trees, the birds and animals in his little world, and the fellow human beings with whom he is learning to live and work.

Learning to read and language learning develop together, and writing, first in manuscript form to accompany the script reading of the primer, can be used to support both.

Second language learning, begun as late as possible in the opening year or postponed to the second, can be mounted very readily upon the sentence situations which have earlier been used with vernacular instruction.

Finally, there is a discussion of the proposal for evaluation. This evaluation involves the conducting of experiments in the City of Manila using the suggested materials and procedure.

This research design and its application should lead to a sharpened recognition of the role the native language may take in a Filipino child's formal education and in his initiation into a second language. Furthermore, the program should lead to the awareness of the importance of instructional materials which are carefully graded to definite criteria and are especially designed to fit the particular needs of the learners. These two outcomes together may yet point the way for a scientifically planned entrance into the reading process through the native medium. Controlled experimentation over the next few years might result in some effective solution to the current Philippine educational dilemma.

127. ESTOLAS, Josefina Villanueva (Ed. D.). "Relationship of Nicknames to Filipino Children's Self-Perception." University of Nebraska Teachers College, 1964. 88 pp. Source: DAI, XXV, 10 (April, 1965), 5732-5733. XUM

Josefina Villanueva Estolas

Order No. 65-2770.

This study was conducted to determine the relationship of nicknames to Filipino children's self-perception. Also, this study was aimed at discovering the prevalence of nicknames among children, who are the "active" nickname "givers," and why children like or dislike certain nicknames.

Subjects were 800 public school elementary fifth and sixth grade children of seven provinces and one chartered city. These are representative of all regional divisions of the Philippines except the Visayas.

Three sets of instruments were used in the study. Instrument A was a Teacher's Evaluation Instrument. Answers to this were used to describe some aspects of the participating subjects. Instruments B and C were pupil questionnaires. Responses to the questionnaires were used to discover self-perceptions of nicknamed and non-nicknamed subjects and other data needed for the thesis. The self-perception scale used was the part "About Myself" of the SRA Junior Inventory Form A, which is composed of a 45-item list of problems about the self.

To determine if significant differences in variance and mean scores on the self-perception scale existed between nicknamed and non-nicknamed groups, the F-test for differences in variance and the t-test for differences in mean scores were computed for four different groups.

Significant differences in variance and mean scores on the self-perception scale were found between the group with liked nicknames and the group with disliked nicknames. No significant difference in variance on the self-perception scale was found between the group with no nicknames and the group with liked nicknames but the means of the two groups were significantly different. Also, no significant differences were found between the variance of the self-perception scale of the group with no nicknames and the group with disliked nicknames. The means of these two groups differed significantly. Findings also revealed no significant difference in variance on the self-perception scale between the group with no nicknames and the group with both liked and disliked nicknames but the means of these two groups were significantly different.

Results confirmed the role of the nickname variable in influencing the child's self-image. It is noteworthy that children with disliked nicknames had more problems regarding the self as measured by the self-perception scale.

Nicknames reported by the children were listed and categorized according to derivation of nicknames. Principal sources of nicknames were individual's peculiarities in appearance, habits, modes of action, learning abilities, and names or nicknames of persons possessing unusual characteristics. The prevalence of nicknames among the subjects was found to be widespread.

Nickname "givers" were ranked and "other children" were identified as the most "active" nickname "givers" with mother and father ranking second and third respectively.

A disproportionate number of liked nicknames and reasons for liking them as given by the children were compared with the larger number of disliked nicknames with reasons for disliking them. Reasons given confirmed the idea that nicknames are not all "good"; neither are they all "bad." However, because of the great number of disliked nicknames it would seem that the practice of nicknaming and the control of the practice call for great care and concern--especially on the part of teachers.

There is an evident need for further study to be done regarding the aspect of the relationship of nicknames to the self-concept.

128. ESTRELLADO, Nenita E. (Ph. D.). "Socio-Economic Values of Filipino Teachers: Implications for the Economic Development of the Philippines." University of Denver, 1971. 123 pp. Source: DAI, XXXII, 5A (November, 1971), 2432-A-2433-A. XUM Order No. 71-28,671.

The purpose of the research was to ascertain whether the socio-economic values of Filipino teachers were development-promoting or development-impeding.

Nenita E. Estrellado

From the writings and research of eminent social scientists, five Filipino values were identified. The five value categories--Family, Personalism, Authority, Fatalism, and Feasting--and the Total Score were the criterion variables tested.

The methodology employed consisted of the construction of a value questionnaire which was pilot tested on urban and rural teachers in Cagayan de Oro City and Mizamis Oriental Province respectively in 1969. Content validity was established by the writings of experts and reliability by the test-retest method. The survey was conducted later in 1969 on 665 teachers in service in the public and private schools of Davao City and three adjoining provinces.

The classification variables were the various groups into which the samples were stratified according to location (rural or urban) of rearing, pre-college education, college education, and teaching assignment; level of instruction (elementary, secondary, or college); type of professional training (liberal arts or education); type of graduating institution (public, private catholic, private Protestant, or private nonsectarian); and sex of teachers.

The total sample had values which tended toward the development-promoting end of a continuum. Although mean scores were only slightly different, the differences among groups of teachers were statistically significant when analysis of variance was utilized.

The classification variables had differentiating effects on the value categories and the Total Score.

1. The location (urban or rural)--of rearing, pre-college education, college education, and teaching assignment--affected Family and Authority values and the Total Score. Teachers with a rural background had less development-promoting values.

2. The type of professional training (liberal arts or education) affected Personalism, Authority, and Fatalism values and the Total Score. Teachers with education training had less development-promoting values.

3. The level of instruction affected all five value categories and the Total Score. College teachers tended to

have more development-promoting values than did secondary teachers who, in turn, ranked above elementary teachers.

A significant interaction was observed when location of college education and type of professional training were compared. In this instance, rural liberal arts trained teachers had the most development-promoting Personalism value.

The conclusions reached are that while teachers' values tended to be progress-oriented, teachers could not be considered as active, aggressive, and disturbing agents of change. The urban, college, liberal arts trained teachers would more likely promote economic development, whereas the rural, elementary, education trained teachers would likely be less helpful.

129. EVANGELISTA, Gertrudis Sahagun (Ed. D.). "An Appraisal of Selected Aspects of Two Undergraduate Teacher Education Programs at Laguna College, Philippines." Indiana University, 1973. 212 pp. Source: DAI, XXXIV, 8A (February, 1974), 4955-A. XUM Order No. 74-2650.

Statement of the Problem

The problem in this study was to make an appraisal of selected aspects of two undergraduate teacher education programs of Laguna College, Philippines. One program led to the Bachelor of Science in Secondary Education degree, and the other to the Bachelor of Science in Elementary Education degree. The major purposes of this study were as follows:

1. To obtain background information regarding the present marital, professional, and economic status of the recent graduates of both programs.

2. To determine the opinions and judgments of the graduates and the faculty concerning selected aspects of the program in which they had been involved.

3. To find out whether significant differences existed between the graduates' and faculty's assessments of their respective programs.

Procedures

Four slightly different questionnaires were developed for obtaining responses from the 1966 through 1970 graduates and from the faculty of the two undergraduate teacher education programs. Questionnaires sent to a total of 1,017 graduates and 30 faculty members were completed and returned by 133, or 68 per cent graduates of the program for secondary school teachers; by 637, or 78 per cent graduates of the program for elementary school teachers; and by all the faculty members. The frequencies of responses to each item on the questionnaires were tabulated, percentages were determined, and the chi square test of significance was applied to the data to determine whether significant differences existed between the graduates' and the faculty's assessment of selected aspects of the program in which they had been involved.

Major Conclusions

The findings appeared to justify the following conclusions which applied to both undergraduate teacher education programs:

1. Most of the graduates were young, single, female, and if employed full-time, were engaged in teaching positions in public schools with an annual income typical of other teachers with the same number of years of teaching experience.

2. The graduates were not inclined to continue their professional growth by engaging in either full-time or part-time study for another degree or a master's degree.

3. While various factors such as a strong teacher education program, family suggestion, and a good faculty had influenced the graduates to study at Laguna Col-

lege, the reputation of the college itself was the most significant factor.

4. The graduates were reasonably satisfied with the quality of instruction, with the adequacy of their preparation to teach different subject areas, and with the kind and extent of help that they received from most of the instructors.

5. In general, the number and kind of subjects in the professional sequence in both programs and in the major and minor teaching areas in the program for secondary school teachers met the needs of the teaching graduates.

6. The teacher education programs appeared to be reasonably successful to the extent in which certain basic competencies were recognized as important and were acquired by the students.

7. Both the graduates and the faculty recognized the need for providing certain student personnel services which had not been offered by the college involving an orientation for new students, advisement and counseling of students, and job placement for graduates.

8. The graduates and the faculty endorsed certain changes in the programs such as providing opportunities for students to go to outlying barrio schools or different city schools before full-time student teaching, opportunities for students to participate in community activities, and opportunities for independent study and faculty team teaching.

F

130. FACTORA, Agapito Quevedeo (Ph. D.). "A Critical Examina-

tion of the American School System in the Philippine Islands." University of Southern California, 1940. 48 pp. Source: Eells, p. 121; and Author.

Purpose

To present to students of education the story of the development of American educational thought in the Philippine Islands from the beginning of the American occupation of the island on May 19, 1898, to November 15, 1935.

Method

The information considered in the preparation of this investigation was obtained through library research. The following books and periodicals were consulted.

a. Education Index
b. Reader's Guide
c. The Educational Yearbook
d. The International Yearbook
e. The Loyola Educational Digest
f. Public Affair Annual Cumulative Index
g. International Index to Periodicals
h. Poole's Index to Periodical Literature

Careful attention was given to the sources of investigation and the nature of the material collected. Every source from which material was derived was carefully scrutinized, sifted and analyzed. The authorship, date, purpose and actual messages covered by the source used were factors in determining whether the material would be used or discarded. The aim in this study was to present only such data as would convey an honest and authentic picture.

Findings and Interpretations

The philosophy of the American School System in the Philippine Islands was determined in a large measure by the principles of equality and opportunity through education. It was patterned closely after the system in the United States and those of other advanced nations of the world. In fact most of the faculty members in the early years of the American Regime in the Philippines received their training in American colleges and universities.

The Americans brought with them American ideals and democracy. The development of a self-governing people through liberal education became the purpose of the American school system. This theory of education, however, was not original. President Theodore Roosevelt particularly emphasized that it was in line with Dr. Jose Rizal's theory of Popular and Universal Education.

A completely modern American school system at the elementary, secondary, and university levels was established by the Filipino-American government. In addition to the public school system, private elementary, secondary and higher schools were instituted. Curricula were continuously revised to meet the local needs and interest of the people. The schools were opened to all and through the efforts of these institutions illiteracy was substantially decreased.

The American educational system was judged to be inadequate. Significant changes were very badly needed to meet the local needs and interest of the people. More funds were needed. Vocational guidance was not practiced in all public and private schools in the islands. It was claimed that increasing juvenile delinquency was due to the failure of the public schools to teach formal discipline.

131. FEITOSA, Lucia Maria Bello (Ph. D.). "Internal Migration in the Philippines: A Study on Migration Differentials." Brown University, 1975. 533 pp. Source: DAI, XXXVII, 1A (July, 1976), 632-A-633-A. XUM Order No. 76-15,632.

This study examined the characteristics of migrants in rural-urban flows in the Philippines. The data for the research was provided by a National Demographic Survey conducted in 1968 as a joint project of the University of the Philippines Population Institute and the Philippine Bureau of the Census and Statistics. The record made available by the Population Institute for this work (Record 9) included 25,119 respondents 15 years old and over from a representative sample of households in the urban and rural areas of the Philippines.

One of the purposes of the research was to provide further tests of generalizations regarding migrant selectivity proposed by Harley L. Browning in a review of the results of studies of rural-urban migration to large cities in developing countries. These generalizations, by allowing the assessment of migrant characteristics through the analysis of data on the population in rural areas, may provide governments lacking detailed information on migrants with basic data for planning efforts.

The second purpose of this work, overlapping with the first, was to gain a greater understanding of the process of rural-urban migration in the Philippines, with special focus on the process of economic adaptation of migrants in urban areas.

A third area researched involved the comparison of characteristics of migrants to different destinations, in a follow up to the suggestion that there might exist differences in selectivity between migrants directed to large cities and to smaller urban centers.

Following the determination of "migration paths" according to the survey information on places of residence at four times--birth, 1960, 1965 and 1968--migrants were classified by length of exposure to urban areas into lifetime and recent migrants, and subdivided by place of destination--Manila or other urban places. The latter classification allowed both the comparison of migrant characteristics by destination, and the test of propositions advanced by Browning separately for each destination flow in accord with the restriction on city-size built into the formulation of his generalizations regarding migrant selectivity.

Comparisons with the rural nonmigrant population at origin allowed the determination of patterns of migrant selectivity in the Philippines and tests of Browning's generalizations. Due to limitations of the data, the tests regarding marital status and return migrant characteristics were only partial. The lifting of the restriction on city-size was indicated only for age and occupation. The propositions regarding age, marital status, education, and occupational differentials between migrants and population at origin were supported by the data: migrants are concentrated in the young adult years (15-29); migrants are predominantly single when compared to the population at origin: migrants are better educated and have higher average occupational levels than the population at origin. The proposition regarding the negative selectivity of return migrants from urban areas from the total group of rural-urban migrants does not receive conclusive support from the data. The findings also show the predominance of females in rural-urban flows in the Philippines. The differentials between migrants and the population at origin vary with sex: females are less selected than males with regard to education and have smaller differentials in average occupational level than males compared to rural nonmigrants at origin. These findings were interpreted as suggesting that cultural factors regarding the status of women in the Philippine society influence the selectivity of migration by restraining the moves of females of higher socioeconomic levels.

Comparisons with populations at destination showed that migrants have lower educational and occupational levels than urban and metropolitan natives. However, migrants are more likely than nonmigrants at destination to be fully employed in the wage and salary sectors of the economy. No sizable differences were found in educational mobility and occupational change between lifetime migrants and populations of destination. This conjunction of findings led to the suggestion that socioeconomic differences between the average migrant and the populations at destination are not great, and can be reduced with time. The influence of the length of exposure to urban areas in the socioeconomic adaptation of migrants was depicted in the adoption of the later marriage timing pattern of urban areas by lifetime migrants, and the higher educational and occupational levels of lifetime migrants compared to recent migrants.

The comparison of migrants to Manila and migrants to other urban places indicated that the metropolitan areas of developing countries characterized by a high level of primacy may receive the more selected elements of the rural-urban flow. Further research is indicated since studies of migration in developing societies are concentrated on flows to large cities, and few results are available permitting the generalization of this finding. The results of the study also indicate the possibility--in need of further research--of a process of semi-stepwise migration in countries with a primate urban structure: migration flows may originate in large rural villages or "quasi-urban" centers rather than directly from rural areas proper.

The selectivity in rural-urban flows indicates that migration to urban areas in developing countries may have a double edge effect on economic development: If, on the one hand, it depletes the countryside of its more capable and enterprising elements, it also serves to transfer a selected labor force to areas where their skills can be more fully utilized. The results indicate that rural-urban migration in the Philippines has been characterized by a considerable degree of economic rationality: the move has represented an improvement over employment and class of work conditions in rural areas, and migrants seem to be well integrated in the labor market of the urban and metropolitan areas.

132. FELDMAN, Kerry Dean (Ph. D.). "Squatters and Squatting in Davao City, Philippines: The Dynamics of an Adaptive Institution in the Urbanization Process of a Developing Country." University of Colorado, 1973. 147 pp. Source: DAI, XXXIV, 7B (January, 1974), 3060-B. XUM Order No. 73-32,535.

The role of squatting in the urbanization process of Davao City, third largest urban center in the Philippine Islands, is examined. After comparing the squatter situation in Davao with similar phenomena reported for Third World cities by other researchers, an account is given of the major socio-historical factors contributing to the prolifer-

ation of squatting in Davao City, as well as of the entire island of Mindanao. Use is made of the deviation-amplification model of mutual causal processes developed by General Systems theorists to explain the growth of squatting.

In attempting to resolve the problem of whether squatter settlements in Davao represent a situation of growth or decay for the city, extensive data was gathered by means of personal interviewing on eight separate squatter settlements. These settlements were located in both inner-city and peripheral regions. Based on the data gathered concerning the variables of economics, education, occupation, present location and migratory patterns of squatters in the city, it was found that significant socio-economic differences separate even the poor squatters of the city. Using a Spearman's Rank Correlation test, the differences were found to be significantly related to location, with the squatters residing in the peripheral zones outside the city center evidencing a better ability to successfully adapt to an urban environment, following their migration to the city from rural regions primarily in the Visayan Islands. Following the initial suggestion of Hackenberg and Hackenberg, our revised squatter suburbanication hypothesis is offered not only to account for the flow of upwardly mobile squatters to suburban regions, but also to assess the role of inner-city squatter areas in assisting migrants in their transformation from urban villagers to true urbanites. This evaluation of the positive function of inner-city squatter "slums" is in agreement with the more recent studies done in Latin America, and elsewhere in the developing world. The conclusions are reached that: the "squatter problem" of the Philippines is a reflection of the chaotic situation of the country at large; peripheral squatter areas are not "slums," but rather self-improving suburban settlements; and, finally, the success of squatters themselves in escaping the confines of an inner-city squatter settlement serves as a contribution to the socio-economic development of the city itself.

The theoretical approach of "institutional polymorphism" is introduced which places the institution of squatting in the larger context of social or evolutionary change. Squatting is viewed as an institution whose durable pre-

sence in Third World cities such as Davao reflects the dynamics of adaptation, not social deviancy.

133. FERNANDEZ, Wilhelmina Joven (Ph. D.). "A Case Study of Administrative Policies in a Philippine Private College." Michigan State University, 1969. 204 pp. Source: DAI, XXX, 11A (May, 1970), 4716-A-4717-A. XUM Order No. 70-9532.

It was the purpose of this investigation to make a detailed case analysis of these facets of a private college:

1. The educational program
2. The administration of the college
3. The financial program
4. The college faculty
5. The college library
6. The physical plant

Emphasis was placed on study of administrative policies regarding the above facets of the college system. Reactions of the college faculty on these policies were obtained and analyzed.

The case study was limited to inquiry on the administration of collegiate programs of only one college. Responses to survey instruments were limited to responses of administrative officers and the college faculty staff of the institution. No student responses were included in the study.

All related studies which were reviewed were studies done on institutions of higher learning. These studies and investigations were focused on current problems and issues that were basic to long-range planning and decision making in educational institutions.

The case study concerned a private (non-sectarian) coeducational college in Baguio City, Philippines known as the Eastern Philippines College. Primary and secondary data for the study were obtained from documents, records, memoranda, and checklists sent to the college. These data were accompanied by two formal instruments which were administered to the college faculty and the administrative staff of the college. Six basic questions were forwarded for the analysis of the study.

Based on findings of the study, these conclusions were made:

1. The Educational Program. It was concluded that Eastern has an educational program that is poorly equipped to serve the type of clientele it is admitting.

2. The College Administration. It was concluded that Eastern has an administration that is more "autocratically oriented" rather than "democratically oriented," resulting in inefficiency of administrator/s who perform the majority of the administrative functions of the college.

3. The Financial Program. It was concluded that the college is administered more like a business organization that is profit oriented rather than an educational institution that is culturally and philanthropically oriented; the financial situation of the college is such that if no change is made on its present financial setup, the college will continuously be operating on a "hand to mouth existence." As a consequence, low expenditure on the educational program of the college will reflect a low quality of educational program for the college.

4. The College Faculty. It was concluded that the college is in dire need for a formal faculty development program that is geared towards the selective recruitment and systematic professionalization of its faculty staff, and conditions of faculty services at Eastern were such that they were not adequate to promote high morale of the faculty.

5. The College Library. It was concluded that there is an absence of systematic planning for the development and upkeep of the library.

6. The Physical Plant. It was concluded that conditions of the physical plant of the college are such that they are unfit for the current population of students and teachers occupying it.

All the above conclusions were drawn as a result of analysis of data gathered in the case study. These conclusions were substantiated by findings of the study.

A master plan for the improvement of the college was offered. This plan provided for long-ranged and short-ranged goals for the institution. It was forwarded that the college establish a financial "feeder" institution which would provide income for the college. The establishment of a formal guidance program was one of the recommendations set for the improvement of the educational program of the college. For the college administration, there was a move to involve greater faculty participation in the administrative functions of the college. It was recommended that the college would formulate a program for development of its faculty through the initial offerings of seminars, conferences, workshops, in-service training programs, and finally, evaluation activities for testing the effectiveness of the program itself. For the library, it was suggested that the provision of funds for departments which did not come up to par with the Bureau of Private School standards should be accomplished as soon as possible. It was considered ideal for a committee of librarians, together with faculty members to be formed to provide periodic evaluation and assessment of library facilities. For the present, it was proper for the college to concentrate on the basic needs of the college in terms of its physical facilities. Special attention was pointed out to the provision of sufficient comfort rooms, faculty office rooms, laboratories, and classrooms. In the long run, it was considered best that the college develop a campus of its own.

134. FERRER, Adina Rigor (Ph. D.). "Procedures for Reconstructing the Course of Study in Physical Education for Elementary Schools in the Philippines." State University of Iowa, 1956. 179 pp. Source: DAI, XVI,

Adina Rigor Ferrer

9 (1956), 1632-1633. XUM Order No. 17,471.

Physical education in elementary schools has a prominent place in the education of boys and girls in Europe and the United States. Research studies, teacher training programs, modern equipment and facilities, resource materials, and other teaching aids are evidences of the support given to physical education. To judge by these marks of progress places the physical education program in the Philippines very low on the scale.

In 1952, a course of study in physical education for elementary schools was issued by the Bureau of Public Schools. This course of study was arranged and adapted from various sources--from courses of study and books in plysical education describing American and European programs.

This study has attempted to suggest procedures for the reconstruction of the Philippine course of study in physical education for elementary schools issued by the Bureau of Public Schools.

A brief review of the geographic, ethnographic and historical background of the country shows the influence of so many cultures--Spanish, American, Japanese, Chinese, Indian, Malayan, Indonesian and others. While there are many national characteristics, there are probably as many regional and provincial differences depending on the influence of various cultures on the different regions of the islands. These facts make it evident that environmental factors must be considered in any course of study suitable for Filipino children.

Consideration of elementary education in the Philippines and an evaluation of the present course of study based on expert opinion of several American authors point to the need for revising this Philippine course of study.

A review of procedures used in successful projects in curriculum revision in the United States at the state and municipal levels shows that these projects were planned to secure wide-spread participation of persons directly or indirectly concerned in the program.

The use of similar procedures in the Philippines as it might be made at the national, provincial and municipal levels is discussed. These procedures suggested are such that the philosophy, the aims, major concepts and types of learning activities are established at the national level, whereas the detailed content, specific student activities and adaptations are accomplished at the municipal level. All these responsibilities at the national, provincial, and municipal levels are accomplished through the cooperative planning of teachers, administrators, laymen, and students. On the basis of modern practices in the United States, guides to course of study construction for participating committees are included. The point of view is taken that the content of the course of study should provide for the developmental needs of children and that their environmental needs and resources should also be considered.

135. FIDEL, Erlinda Gueco (Ph. D.). "Contemporary Principles of Educational Supervision and Their Application in the Manila Public Secondary Schools." Indiana University, 1963. 301 pp. Source: DAI, XXV, 1 (July, 1964), 321. XUM Order No. 64-5448.

Statement of Problem

The study was designed to inquire into the existing supervisory program of the Manila public secondary schools on the basis of contemporary practices and principles of educational supervision. It was aimed to determine the supervisory personnel's and teachers' concept of supervision in their schools, the various supervisory activities used within the school system, their effectiveness in meeting instructional and classroom problems, and the extent to which supervisory operations subscribed to contemporary principles and practices.

Procedure

Check-list questionnaire returns from 135 supervisory personnel and 225 randomly sampled secondary school teachers were used in the study. The data concerning the opinions of the two groups of respondents on the extent of practice of contemporary principles of supervision were analyzed and differences were determined by the application of the chi square test of significance. The principles submitted for rating were those of democratic educational leadership, group process, human relations, self-improvement and creativity, scientific method and experimentation, and school-community relationship.

Findings and Conclusions

The supervisory personnel had a good perception of present-day supervision within a democratic system and appeared to be cognizant of their function within the program. A majority of the respondents conceived of supervision in their schools as one that subscribed to democratic educational leadership.

Varied activities were used within the supervisory program. The most frequently participated were faculty meetings, teacher visitations, classroom observations, individual conferences, and group conferences. The most helpful supervisory activities in terms of improving teaching-learning processes were individual conference, group conference, and demonstration teaching.

Among principles of contemporary educational supervision included in this study, the highest degree of achievement was in the principle of human relations. The principle of scientific method and experimentation represented the lowest degree of achievement. Supervisory personnel felt that supervisory practices also subscribed highly to the principle of group process. Teachers saw the program as relatively stronger in the principle of self-improvement and creativity and in the principle of democratic educational leadership.

Among the various criteria descriptive of the principles, the supervisory program subscribed highest to the criterion of cooperation in planning and working together to solve classroom problems. It was weakest in encouraging teachers in research activities and in providing necessary assistance related to this. Both groups of respondents reported a lack of adequate professional literature.

Teachers indicated that they lacked tools by which to evaluate the results of instruction and that they did not participate satisfactorily in the evaluation of supervisory practices.

The supervisory personnel saw a stronger correspondence of supervisory practices to the principles of contemporary educational supervision than did the teachers.

136. FIGURACION, Melanio Seduripa (Ph. D.). "Background and Development of Philippine Nationalism, 1872-1899." University of Pittsburgh, 1958. 395 pp. Source: DAI, XIX, 12 (June, 1959), 3288-3289. XUM Order No. Mic 58-5610.

This study is concerned with the rise and development of Philippine nationalism. In 1872, a group of enlightened Filipinos marched to the ayuntamiento (townhouse) in Manila to present a petition to Spanish authorities for redress of their grievances. They were influenced by liberalism which was swiftly spreading throughout the world. The Spanish officials, however, turned down the natives' demands; the Spanish concept of "divide and rule" remained instead. In order to achieve their purpose the Spanish authorities restricted the teaching of the Spanish language to the elementary schools. They kept intact the highly centralistic regime which had prevailed for more than three centuries.

Simultaneously the Cavite revolt was precipitated by natives in the armed forces. It was promptly suppressed. Administrative officials, allied with religious corporations, ordered mass arrests of native priests, intellectuals, and businessmen suspected of subversion. Three clergymen and several civilians were executed; many were exiled; and the remaining suspects were imprisoned.

From 1880 to the end of the Spanish regime, Filipino students abroad emerged as exponents of nationalism. Those in Europe organized themselves into various clubs and dedicated themselves to liberal reforms. Spaniards in the Philippines contemplated the activities of these students.

In the Islands Filipinos were regimented and carefully watched. Censorship was rigidly imposed so that liberal ideas could not reach Filipino minds.

Enlightened Filipinos branded Spanish authorities in the Islands as anti-liberal and anti-freemason. It was for this reason that many of the students abroad, as well as tourists, who joined freemasonry hesitated to return home. Dr. José Rizal was an exception. He came home in 1892 with the intention of dedicating his service to his fatherland. But shortly after his arrival he was arrested and banished to Dapitan, Mindanao.

The *Katipunan* Society, which became active after the exile of Rizal, precipitated the conflict in August, 1896. Andrés Bonifacio, founder of the *Katipunan*, directed the revolt for freedom. In view of the crisis Rizal, with feigned charges filed against him, was executed in Manila, on December 30, 1896. Those who revered him as patriot and martyr united with the *Katipuneros* (*Katipunan* members) to accelerate the tempo of rebellion.

After the death of Bonifacio, General Emilio Aguinaldo assumed leadership of the organization and became commander of the insurgent army. Fighting was temporarily suspended on December 14, 1897. By the Pact of Biacnabato Bulacan, Spanish colonial officials agreed to pay Aguinaldo 1,200,000 pesos in three equal payments. On December 27, 1897, Aguinaldo received 400,000 pesos then was forced to go into exile to Hongkong.

Prior to the coming of the American fleet to the Philippines in 1898, under command of Commodore George Dewey, the insurgents had resumed the rebellion because of Spanish violation of the Pact of Biacnabató. The Spanish-American War had interfered by coincidence with the struggle of the Filipino people for independence. By an American invitation, Aguinaldo who was at the time in Singapore, returned to the Philippines via Hongkong to resume command of the insurgent troops. The combined American-Philippine forces crushed the Spanish colonial army and eventually compelled Spain to sign the Treaty of Paris on December 10, 1898, when Spain agreed to leave the islands.

Shortly the American-Philippine alliance ended in a bloody war in the early part of 1899. The Philippine army, despite stubborn resistance, suffered intermittent defeats. Hence the government of the Philippine Republic, founded by nationalistic Filipinos, was short-lived. Before the end of 1899, many prominent Filipinos sought American tutelage. Under American guidance Philippine nationalism was allowed to develop, and independence was to come nearly a half century later.

7. **FLORES**, Dominador Alvarez, Jr. (Ph. D.). "Colonial Education and the Political Acculturation of Filipinos." Indiana University, 1969. 261 pp. Source: DAI, XXX, 6A (December, 1969), 2579-A. XUM Order No. 69-18,694.

The relationship between education and political development is a complex problem. This study is an attempt to explain in a limited fashion their relationship within a specific society, the Philippines. Its primary goal is to provide a description of the nature of the educational system that developed during the Spanish and American regimes and an analysis of the basic relations between education and the formation of a Filipino political elite. On the whole it hopes to suggest some speculative explanations of "why some things are the way they are" and "why some things in Philippine society were the way they were."

It is our purpose to shed light only on an aspect of this complex phenomenon. Thus we have limited our attention to an examination of the relationship between the actual structure and content of the educational process and particular characteristics of an element of society.

The following procedures were utilized in this study:

1. A historical analysis or description of the Spanish and American colonial systems in the Philippines for the purpose of giving perspective to the research problem.

2. A content analysis of textbooks used during the Spanish and American colonial regimes in Philippine public schools.

Dominador Alvarez Flores, Jr.

3. An analysis of the educational background of noted Filipinos as indicated from biographical sources published in the years 1908 and 1936 to 1937.

138. FLORES, Enya Perez (Ph. D.). "Child Rearing Among a Moslem Group in the Sulu Archipelago, Philippines." Catholic University of America, 1967. 214 pp. Source: DAI, XXVIII, 6B (December, 1967), 2239-B-2240-B. XUM Order No. 67-15,436.

The Samals, A Siamal-speaking group of Filipinos settled along the coastal area of Sibutu island, were the subject of a 10-month ethnographic research in 1963-64. The Samals are Moslems and constitute one of the major indigenous cultural groups of the Sulu Archipelago. Uniquely, Sibutu Samals are boat-makers rather than fishermen as is the rule with other Samal groups. Unlike some of the islands in the Sulu Archipelago, Sibutu is rural in its lack of a commercial center. As part of the Philippine nation, the island is devided into nationally imposed units, barrio. The latter overlaps with the native term kawm when defining territorial and governmental boundaries; but differs in so far as the kawm is also a religious unit made distinct by a mosque.

One of these kawms (or barrios), Bayong Kusa, was intensively studied for nine months; an additional month was spent in another one. The population of Bayong Kusa consists of 452 individuals living in 48 households. Eight households were intensively observed for a period of ten to fourteen days each. Despite compositional variation among households, the ultimate criterion for selection was the presence of an infant and a weanling in the domestic group, since the major focus of the study is on child rearing.

A first census and a later one revealed that the nuclear household predominates. In the domestic cycle a nuclear household gradually grows more complex and becomes an extended type from which nuclear households later break off.

Enya Perez Flores

Within the framework of the domestic group it was established that a patterned succession of socializing agents for a child involves the mother for the period of infanthood; the father following weaning; and older children and other adults for the preschool child. The significance of the father in his role as socializer is probably conditioned by the fact that his place of daily occupation is situated in close proximity to his household.

Within the confines of the _lahat_--a grouping of households of related individuals--the child learns early the kinship terminology associated with the bilateral kindred. He learns likewise the significance of the age-hierarchy principle according to which various behavioral systems are defined. It is only much later in childhood that separation of the sexes becomes prominent and this lasts until marriage.

The Sibutu data are analyzed in terms of continuities and discontinuities in socialization as conditioned by various socio-cultural factors, and by the balance or imbalance of positive and negative sanctions used. It is noted that the socialization of the male child shows more discontinuities in relation to his role in the domestic group than does that of the female child. The games and play activities in which the boy participates seldom reflect the adult male role; when he finally goes to high school or college under Christian auspices the more ambivalent he becomes toward the traditional roles. Since the Sibutu Samals as a Moslem minority are in the process of integrating into a Philippine society that is predominantly Christian, it is possible that the more highly educated youth as a group may serve as the fulcrum in the future development of this island culture.

The techniques of child rearing as observed in actual practice are compared with the ideal patterns abstracted from what people say "ought to be." Some discrepancies between the ideal and the actual are noted particularly in areas of obedience, punishment and sociability (including sex mores). Analysis of various behavioral systems--succorance, obedience, aggression, and so on, according to the framework conceptualized by Whiting et al. (1954; 1963)--is attempted and a comparison is made with similar studies among other Philippine groups. It is concluded that, in spite of religious and other differences in these several communities, the marked similarities in child rearing among them may reflect an underlying rural subculture within the wider Philippine society.

139. FLORES, Miguela Bustos (Ph. D.). "Some Differences in Cognitive Abilities Between Canadian and Filipino Students." University of Toronto, 1969. Source: DAI, XXXII, 6A (December, 1971), 3087-A.

The main problem attempted in this investigation concerned the extent of the influence of different cultural environments on the organization and development of abilities, the identification of such differences, and the determination of factors in the environment which might be related to the differences.

A model framed in terms of a hierarchical structure of abilities was used to guide the investigation. Scores of Canadian and Filipino samples from Grades 6, 8 and 10 on a battery of 18 cognitive ability tests were factor analyzed to compare the structures of the cognitive abilities measured by these tests across cultures, grade levels, and the sexes, and to locate differences in the factorial composition of the same tests in the different groups. A questionnaire was devised in order to explain differences in terms of family practices and availability of educational facilities in the home.

The main result of the comparison was the evidence presented for factorial invariance of the structure of cognitive abilities between the two sample groups at the Grades 6, 8 and 10 levels. The comparison also showed that in both groups, individual differences represented by scores on the battery of 18 cognitive ability tests may be attributed to the operation of a combination of two general factors and five group factors. At the Grades 6 and 8 levels in both groups these orthogonalized factors were labelled Relational Reasoning and Associative Learning for the general factors and Verbal Comprehension, Spatial Facility, Memory, Seriation Facility, and Numerical Facility for the group factors.

These factors were also found in the factor configuration of both groups at the Grade 10 level except for one factor, where instead of the Seriation Facility, a perceptual speed factor emerged at this grade level. This slight variation suggests that the factor structures did not remain stable from the Grade 6 to the Grade 10 level.

The factor structure was consistently found to be similar between the two culture groups at the three grade levels. In both countries, the two general factors accounted for the greater proportion of the variance of the total test battery.

Some of the tests showed differences in factorial content in the two groups at the three grade levels. But in spite of this, the striking result is that the factors isolated were recognizably the same in both cultures. It was with confidence, therefore, that an alternative model for interpreting the data was employed. This second model provided the comparison of mean factor scores between the two culture groups. It was found that all Canadian groups were superior to their Filipino counterparts in general Relational Reasoning and Spatial Facility. On the other hand, all Filipino groups were found superior to their Canadian counterparts in general Associative Learning and Number Facility.

The comparison on mean factor scores between the sexes showed that the boys were consistently better than the girls in Spatial Facility in all the three grade levels in both culture groups.

Results of the analyses done on correlation of environmental variables with identified abilities showed no consistent relationships. An explanation was proposed in the context of the pervading value system in the Filipino culture.

140. FLORES, Pedro V. (Ed. D.). "A Comparative Study of Selected Filipino and American College Students' Satisfaction with the Administration, Faculty, and Student Body." Pennsylvania State University, 1970. 132 pp.

Pedro V. Flores

Source: DAI, XXXI, 6A (December, 1970), 2703-A. XUM Order No. 70-24,157.

Statement of the Problem

The purpose of this study was to compare the perceptions held by selected Filipino and American college students respecting the faculty, the administration, and their fellow students. Differences and/or similarities between the two national groups in the perception of these variables were examined further in relation to differences and/or similarities in the students' psycho-social orientations and in the type of institution where the students were enrolled.

Procedures

The study was implemented by adapting Newcomb's framework which defines the interaction between college characteristics and student characteristics. These interacting influences contribute to the development of the student's final characteristics. Some components of student and college characteristics and student experiences were specified and defined as the major variables of the study.

The College Student Questionnaires, Part 2, developed by the Educational Testing Service, offered a tool for determining student attitudes and satisfactions. Items chosen from the questionnaire were common to the experiences of American and Filipino college students.

Filipino college students at Silliman University in the Philippines comprised the sample for the Philippine data. The American data used for comparative purposes were those gathered by the Student Affairs Research Office of the Pennsylvania State University and by the Educational Testing Service from Redlands University and from a national sample of 37 colleges and universities. Comparisons between the Filipino and American groups were limited to the freshman and sophomore students.

Statistical measures such as the t-test, the chi-square test, and the Pearson Product Moment Coefficient of Correlation were used to analyze the data upon which comparisons and descriptions were based.

Findings

The Filipino students at Silliman University by class and by sex were more satisfied with the administration and the faculty than with their fellow students. Comparison of the satisfaction of the American groups regarding the administration, the faculty, and the students showed wide variability and significant differences.

An analysis in terms of sex found significant difference between the Filipino males and females in their perception of the administration and faculty while no significant difference was seen for the most part between sexes in the American groups' perceptions of the same variables.

A comparison between the Filipinos and each of the American student groups in the psycho-social orientations produced highly significant difference in only one variable: Family Independence. The students at Silliman University were much more dependent on their family than any of the American groups. However, significant difference was found between male and female orientation to family in the Filipino group. On the other psycho-social variables (Liberalism, Peer Independence, Social Conscience, Cultural Sophistication, and Orientation to Higher Education), comparisons between the Filipino and American groups were characterized by variability for the most part.

In terms of the relationship between satisfactions and psycho-social orientations, the sharpest differences between Filipino and American freshmen and sophomores were in their satisfaction with administration and faculty and attitude toward family. The Filipinos were more satisfied with the administration and faculty and more family dependent than any of the American groups.

Implications

The relationship between regard for home or family authority and satisfaction with college or university authority among the Filipino students and the varying relationships between these variables among the American groups could indicate that in some cultures, student perceptions of certain institutional components such as the administration and the faculty can be influenced by such psycho-social factors as family relationship value orientation. Furthermore, the evidence reported in this study indicates that sex differences could be a critical variable in a cross-cultural understanding of student perceptions of these institutional factors. For comparative education, this finding serves to illustrate the principle that education, despite similarities in national systems and patterns, cannot escape the influences of the culture patterns in which it functions.

141. FOLEY, Douglas Earl (Ph. D.). "Culture, Politics, and Schools in Rural Philippines: An Ethnographic Study of Teacher Community Involvement." Stanford University, 1970. 420 pp. Source: DAI, XXXI, 11A (May, 1971), 5663-A. XUM Order No. 71-12,900.

The broad purpose of this educational ethnography of teachers and schools in rural, lowland Philippine communities is to describe the cultural and political context of education and to analyze its relationship to teacher community participation. A second and more specific purpose is to describe the type of teachers most involved in the social and political affairs of the community. It was hypothesized that civic or community participation is basically a function of ascribed statuses and attitudes found in members of the middle class striving to become elite. Consequently, those teachers with the most elite backgrounds, or with the highest professional aspirations, were expected to be most involved in a variety of community activities. Community involvement was broadly defined to include:

1. Socially integrative events (e.g., community religious).
2. Socially disintegrative events (e.g., political factionalism and partisan behavior).
3. General political participation (e.g., community events and media use).
4. Community development programs (e.g., school and non-school).

Douglas Earl Foley

5. Modeling modern behavior (e.g., increased food production and sanitation practices).

6. Community social fabric (e.g., social welfarism and co-parent ties).

Various anthropological techniques such as intensive interviews with informants and participant-observation in one community for a year were combined with formal survey interviews. Six hundred and fifty teachers and community members were randomly sampled from thirty villages or small towns in one province. The research instruments were carefully pre-tested and were administered in the local language, Tagalog. The analysis of these survey data took the form of bivariate and multivariate frequency tables, and the chi-square test of statistical significance was applied. Other non-parametric measures of association were also used.

A number of contextual factors were found to affect teachers' community participation.

First, it was found that a tradition of teacher community involvement has been and still is being encouraged by the Bureau of Public Schools and the President of the republic. These role expectations of parents and teachers are described.

Second, the promotion and efficiency rating systems also constitute a built-in incentive for participating in extra-curricular and community activities. Obtaining a promotion also depends upon developing a strong non-school or community backer to influence the educational decision-maker. The powers of educational administrators and the relationship between politicians and school officials are described in terms of a social exchange system.

Third, lowland Christian Filipino communities are often characterized by factionalism between feuding kinship groups. A detailed village case study is presented to illustrate how such factionalism often circumscribes the degree of political activity of teachers and creates role strain among teachers who have strong partisan sentiments.

Fourth, characteristics of teachers as a professional group, i.e., their lower class background, lack of wealth, heavy family obligations, limited occupational aspiration, dissatisfaction with working conditions, and limited social relations with the community, also help explain the general civic inactivity of teachers. The teacher social groups, community status, and difference in staff power and leadership are described in this discussion.

Although teachers have been characterized as an inactive group, there were approximately 20% active in traditional "civic" or good citizens' activities, e.g., community religious events, school-sponsored community programs (PTA projects and scouting). Even larger percentages were actively modeling modern sanitation (70%) and food production practices (75%) and were reading (42%) and listening to political news (62%). Less than 5% were, however, active in partisan political behavior, national community development projects, and social welfare activities to community members. Teachers, then, are proportionately quite active in traditional "civic" affairs, and the "elite" teachers, i.e., those most professionally active and of a higher socio-economic status, are the community activists. These activist teachers also tend to be older (35-50) and residents of their community. Conversely, the younger, nonresident professionals are less involved and are more likely to migrate to the cities or abroad. The initial relationships between high professionalism, socio-economic status, and community political activities were, however, washed out when controlled for sex. Males were overwhelmingly active in political affairs. These results generally held true for both villages and small market towns.

142. FOX, Henry Frederick (Ph. D.). "Official Spanish Policy Concerning Elementary Education in the Philippines from 1863 to 1898, Compared with Official American Policy from 1900 to 1935." University of Chicago, 1953. 395 pp. Source: Eells, p. 121; and Author.

Henry Frederick Fox

This work treats of Philippine elementary education as it was officially proposed and as it actually operated from 1863 to 1935. The mode is comparative and historical. Spain directed this schooling service for Filipino children during the first half of the roughly 70-year span, the United States during the second half. Universality or extent of coverage, curriculum, teacher training, and financing arrangements constitute the specific topics of comparison for each of the two periods.

143. FRANCISCO, Gregorio Adriano, Jr. (Ph. D.). "Higher Civil Servants in the Philippines: A Study of the Backgrounds, Career Patterns, and Attitudes of Filipino Higher Officials." University of Minnesota, 1960. 471 pp. Source: DAI, XXI, 5 (November, 1960), 1244. XUM Order No. Mic 60-3514.

This study deals with an administrative elite, the higher civil servants in the Philippines, and their backgrounds, career patterns and attitudes. It seeks insights concerning the workings of the bureaucracy by describing higher bureaucrats, and gauging their attitudes towards the prestige value of public employment, merit and patronage, human relations, etc. The methodology involves a survey which utilized both questionnaires and interviews with 126 respondents drawn on a stratified, random sample basis from top administrative officials. There is also a discussion of ecological factors affecting Philippine administration and a brief narrative of the historical development of the civil service.

Certain features of the administrative elite emerging from the survey distinguish Filipino bureaucrats from their foreign counterparts and offer bases for explaining bureaucratic behavior. Filipino officials are relatively older than their American and Egyptian counterparts. All but 5% have had a university education, mainly in law. This confirms the popular belief that law is considered the best preparation for the public service and partially explains the Filipino legal emphasis on administration. Over a third of the group have fathers of working class origins indicating social mobility. The rest are evenly apportioned among the middle and the upper classes, making them a truly heterogeneous group. Their current sources of income, home-ownership and car-ownership identify them as middle and upper class in their present socio-economic status. The factors of age, education and socio-economic status, when correlated with these officials' responses to attitudinal questions, provide rational explanations for their administrative thinking and behavior.

Their career development reveals the absence of a genuine career service system. Instead of learning about civil service opportunities formally, the majority learned of their first job through friends, relatives and personal inquiries. Many entered the service without civil service examinations. Their progression also shows lack of planning. Instead of climbing definite career ladders, their careers zigzagged from manual or clerical to technical, and finally to administrative posts. These findings, plus the weakness of the merit system, militate against the early possibility of creating a Philippine administrative class.

The attitudes of higher officials towards the government partially indicate the prestige value of public employment in this country. Their responses depict government service as viewed attractively by the public because of secure tenure and liberal fringe benefits, but also as not held in much respect. The latter view is attributed to the rampant graft and corruption in government and failure of its leaders to live up to their commitments.

Although the responses of higher civil servants show preference for merit methods in the selection process, the pervading influence of patronage and the "charity" concept was apparent. High unemployment generating pressures on politicians to provide livelihood to their constituents and the nature of family relationships in Philippine society block the effective application of merit principles. Human relations is accepted more as a desirable ideal than a practical approach to management. When asked to choose techniques for dealing with their subordinates, officials gave replies favorable to human relations techniques in the abstract but not in practice. The strength of the authoritarian tradition may explain this.

From the findings, expected future developments in the bureaucracy include a greater number of public administration-trained officials in the public service. Also, broad educational opportunities will mean greater social mobility among civil servants. The increasingly industrialized private sector will offer stiff competition to government with a possible further decline of the latter's prestige value. Patronage will continue as a dominant force in selection until unemployment is reduced and a reorientation of values in the society occurs. However, in time education might increase citizen responsibility and elevate government prestige.

G

144. GAMELO, Patrocinio Saniel (Ph. D.). "An Inventory of Behavioral Objectives in Reading with Accompanying Criterion-Referenced Test Items and Suggested Activities For Use in the Public Elementary Schools of the Philippines." Florida State University, 1973. 312 pp. Source: DAI, XXXV, 2A (August, 1974), 799-A-800-A. XUM Order No. 74-18,032.

This inventory is intended as a guide and ready reference for the teacher in the performance of such curricular functions as the selection of instructional objectives, the identification of appropriate learning activities which lead to the attainmnet of objectives, and the evaluation of learning achievement.

Four hundred behavioral objectives with corresponding criterion-referenced test items for reading instruction and evaluation were formulated and classified under ninety-nine reading skills. These reading skills were categorized under four headings:

1. Beginning reading readiness skills.
2. Word recognition skills.
3. Comprehension skills.
4. Study skills.

Two other categories were identified but no objectives, items, or activities were constructed for them. These are:

1. Silent and oral reading skills.
2. Appreciation skills.

After developing the objectives, 150 teaching activities were designed to aid the pupil attain the reading objectives.

In this inventory, provisions were made for the unusual language situation in the Philippines. In all its public schools, the vernacular or the local language is the medium of instruction in Grades I and II and English in Grades III to the highest level in its educational system. All objectives under the categories beginning reading readiness and word recognition which are applicable to reading the vernacular are identified from the rest of the objectives which are applicable only to reading English. Criterion-referenced test items for these objectives were constructed for both Filipino, the Philippine national language, and English.

In the preparation of this inventory, the following activities were undertaken.

1. Identification of reading skills. A thorough examination of the materials reviewed was conducted and any skill, item, or activity deemed pertinent to the inventory was written on index cards and filed. The materials reviewed included systems for reading skills

development, reading skills lists, workbooks and exercise books in reading, and reading textbooks.

2. Classification of reading skills. Based on research findings about the nature and process of reading, a study of the classification systems of reading skills lists, and on the prevailing conditions of reading instruction in the Philippine elementary schools, a system of classifying the reading skills identified was developed.

3. Writing behavioral objectives. Using the criteria for writing behavioral objectives as guides, behavioral objectives in reading were constructed from out of the objectives, items, and activities written on index cards.

4. Writing criterion-referenced test items. For every objective constructed, a corresponding criterion-referenced test item was generated.

5. Verification of appropriateness of behavioral objectives for Philippine situations. Every objective formulated was checked against a teaching guide to determine whether it falls under any one skill or skill category in the guide. The guide, called An Over-All View of the Developmental Reading Program in English for the Elementary School, was obtained from the English Section, Elementary Education Division of the Bureau of Public Schools in Manila, Philippines.

6. Writing suggested activities. Reading activities which the teacher could provide her pupils to practice a skill just presented were developed.

7. Writing the final form of the inventory. The objectives and items were arranged according to the reading skills classification system formulated.

145. GAPASIN, Celedonio Madayag (Ph. D.). "The Preservice and Inservice Educational Needs of Vocational Agriculture Teachers in the Philippines." Pennsylvania State Uni-

Celedonio Madayag Gapasin

versity, 1972. 208 pp. Source: DAI, XXXIII, 10A (April, 1973), 5598-A-5599-A. XUM Order No. 73-7437.

The purpose of this study was to determine the effectiveness of selected aspects of the preservice agricultural teacher education program, identifying its significant strengths and weaknesses, and the need for inservice education in order to upgrade teachers of vocational agriculture in the Philippines.

Three sets of survey schedules with accompanying answer sheets were developed and mailed to 90 agricultural schools in the Philippines. Completed answer sheets were received from 229 vocational agriculture teachers, 56 school principals/superintendents, and 10 college supervisors.

The data were grouped and discussed under eight categories. Chi-square test and Pearson product moment correlation coefficient were employed to test the hypotheses. The .05 level of significance was chosen. Averages, percentages, totals, and rank orders were also used to analyze some data.

Findings of the investigation indicated that more than one-half of the agriculture teachers surveyed obtained the Bachelor of Science degree in Agriculture, followed by Agricultural Education. Animal Husbandry, Agricultural Education, and Agronomy were the leading major and minor fields of study. Besides vocational agriculture courses, the teachers taught academic courses, supervised agricultural school projects, and served as advisors in students' extraclass activities. Almost three-fourths of the teachers successfully passed one or more types of civil service examinations with the majority passing the Secondary Teacher and Senior Teacher of Agricultural examinations.

Several of the vocational agriculture teachers did not have student teaching experience in college. However, they took professional courses prior to or after employment as teachers. The subject areas where teachers were found especially weak in their college education were: young and adult farmer education, agricultural mechanics, and student farming programs.

Chi-square revealed a significant difference among teachers, school administrators, and college supervisors in their evaluation of:

1. four professional courses: Observation of Teaching Techniques, Principles of Elementary Education, Guidance and Counseling, and Audio-Visual Methods and Techniques, and in three agriculture courses: General Food Technology, Weather and Man, and Fruit and Vegetable Processing.

2. school publications which prospective teachers must get involved with while in college.

A significant difference was also found in the degree of consensus between agriculture teachers and school administrators in

1. four major problems of beginning agriculture teachers: public relations with fellow teachers and community, inability to follow instructions from superiors, noncooperation, and handling problems.

2. professional inservice educational needs: Methods and Techniques of Teaching Related Subjects, General Principles of Teaching, Using Facilities Equipment, and Supplies, and Preparing Teaching Aids.

3. agricultural inservice educational needs: Field Crop Production.

Application of the Pearson product moment correlation coefficient to the data showed a significant relationship between training and subsequent performance of the teachers in five selected areas of the high school vocational agriculture program: supervised or directed farming program, FFP, guidance and counseling, adult education, and young farmer program.

Agriculture teachers' evaluation of various phases of their student teaching experiences such as: classes and courses taught, orientation, conferences, seminars, school and community activities, and cooperating teachers, ranged from "poor" to "excellent." The teachers in the eight school regions attended 14 types of inservice education activities in local, regional, and national levels. There was no great variation among the regions in the number of teachers attending any one of the inservice activities.

Recommendations to improve the agricultural teacher education program in the Philippines were given in the areas of curriculum, student teaching, inservice education, and student organizations.

146. GARCIA, Alfonso Gonzales (Ed. D.). "An Historical Study of the Legal and Constitutional Bases of Public Elementary Education in the Philippines." University of Michigan, 1959. 440 pp. Source: DAI, XIX, 12 (June, 1959), 3171. XUM Order No. Mic 59-2116.

It was the purpose of this study:

1. To present the historical development of the legal and constitutional bases of public elementary education in the Philippines.
2. To find out the extent to which the obligation to provide for elementary education had been implemented by the government.

The study had limited itself to the following threads of the changing educational pattern; namely:

1. Legal bases of public elementary education at the time.
2. Basic educational objectives and ideas of the period.
3. The curriculum.
4. Teacher education.
5. Financial support of the elementary school.

The delineation of the state of public elementary education along the lines mentioned above in each of the various periods of Philippine history essentially involved the descriptive method of research. As a whole, however, and even in the treatment of the problem within the various eras considered, the historical method had been predominantly used.

Of the threads traced, it was found out that the education laws defined the borders within which elementary instruction of each period was framed; the objectives, curriculum and teacher preparation shaped the pattern of elementary education of each age; and finance provided the means by which the government implemented the educational program. Each regime and the school system it established, had also its own over-all aim of education. The main purpose of the Spanish government and the public school system it organized was to spread Christianity. The educational system that the Americans established had as its central purpose the preparation for "life in a democratic society." Japan, on the other hand, used the schools to create a "New Order" sine democracy.

The different governments during the various epochs of Philippine history had promulgated laws to extend the benefits of elementary education to the people. Differences existed in their efforts to implement these laws.

The pre-Spanish homes extended under the State's admonishment very limited elementary education to the children. The Spaniards succeeded in accomplishing the main aim of government and of the elementary schools but failed to extend to the masses the knowledge of fundamental skills like the three R's. The Revolutionary government did not live long to realize its objective of extending popular education to the people. The few schools established were far from satisfying the educational needs of the country. Of the threads traced, educational laws, objectives, curriculum and the teacher education program had shown greater progress in evolution than the provision of finance especially during the more recent periods of Philippine history. The improved training program for teachers, however, had not affected greatly the percentage of qualified teachers in the elementary schools. The laudable efforts of the government in the direction of increased appropriation to implement the educational laws so as to extend elementary instruction to the people had not also kept pace with the growth of school population. Appreciable advance had been made towards gearing elementary education to the needs of the community.

147. GARCIA, Dolores Garcia (Ed. D.). "An Interdisciplinary Curriculum in Economics and Economic Geography for Elementary Education in the Philippines." University of California, Los Angeles, 1972. 259 pp. Source: DAI, XXXII, 12A, Part I (June, 1972), 6741-A-6742-A. XUM Order No. 72-18,126.

This project sought to contribute to the development of Philippine education by designing a curriculum to serve as a model for needed reform in the field. It was designed to provide explicit illustrations of substantive curricular decisions at the institutional level, to facilitate decision-making tasks at the instructional level. It was directed to meeting a critical need in the Philippines: education for economic literacy.

Relevant to these ends, the study undertook the following:

1. Systematically analyzed the Constitution of the Philippines and the published thoughts of respected Filipino leaders and from these, developed an integrated statement of aims for economic education.

2. Using the Goodlad conceptual system (1966) as basis, constructed a curriculum which illustrated needed reform in elementary school social studies. The curriculum applied a problem-based and interdisciplinary approach (economics and economic geography) in the analysis of social and economic phenomena which affect the lives of the Filipino people. The curriculum was designed to facilitate teachers' selection, modification, and sequencing decisions at the classroom level.

Conventional wisdom and funded knowledge were used as datasources in translating aims into general objectives. Conventional wisdom in Philippine society emphasizes the need for citizens who have awareness and understanding of social and economic community problems, and who have the willingness, the desire, the abilities, and skills necessary for contributing to the solution of these problems.

To achieve these ends, this curriculum used the disciplines of economics and economic geography as second data-source.

Three analyses of basic economic concepts were compared. On the basis of their feasibility for elementary school children, a preliminary list of basic concepts was developed, validated, and applied as the data source for content components in economics.

Similarly, three analyses of basic concepts in geography were compared. Common elements were identified, validated, and applied as the data-source for content components of educational objectives in economic geography.

The behavioral elements of the objectives were differentiated at two levels of the cognitive domain, comprehension and application in decision-making and analytic imquiries.

From these elements, objectives for the curriculum were developed. To facilitate teachers' selection, modification, and sequencing decisions at the instructional level, objectives were differentiated for two specific, representative regions in the Philippines. For each region, objectives were further differentiated by grade and according to the behavioral elements and their content elements. These specifications form a pool of content-relevant, specific objectives from which classroom teachers may draw in developing their instructional programs.

Learning opportunities were developed, differentiated at the primary and upper-elementary levels, and designed to give appropriate practice to the specific objectives of this curriculum. A series of inquiries, focused on economic and geographic problems, was found to be a workable organizing scheme for this curriculum. For each region, a sequence of continuing inquiries was identified.

These inquiry-focused organizing centers were screened against criteria defined by Goodlad (1966). Once modified, they serve as the framework of this curriculum.

A next needed step involves the establishment of a program of curriculum try-out and evaluation in selected regions in the Philippines. Guidelines to the development of valid evaluative instruments are available in the specifications of objectives of this curriculum. Evaluative findings, both formative and summative, will provide the necessary data for next steps in curriculum revisions and implementations.

148. GARRETT, Helen Maxine (Ph. D.). "Evaluation of the Youth Civic Action Program (YCAP) in Philippine Colleges and Universities: Prospects for the Realization of the Goals of the New Society." University of Denver, 1979. 332 pp. Source: DAI, XL, 6A (December, 1979), 3141-A. XUM Order No. 7926680.

The study described and analyzed the impact of two different modes of YCAP experiential education assignments which were mandated by the national government--YCAP government agency programs and YCAP school-sponsored projects. A control group of college cohorts was used to control for extraneous variables which might have influenced the outcomes of the research.

Problem

The purpose of the study was to:

1. assess whether YCAP as an experiential education program changed attitudes toward Self, School, and Society in a development-promoting direction.

2. ascertain if outcomes were related to differences in type of YCAP assignment, sex of student, academic major (liberal arts and other), location of rearing (urban and rural), or socioeconomic status (high and low).

Procedure

Based on the studies and writings of scholars, the researcher developed a survey questionnaire comprised of 15 items for each attitude cluster to be evaluated. Content validity was established by a panel of nine behavioral and social scientists in the Philippines. Reliability was established by pilot testing the instrument in July of 1977 on 60 male and 60 female students attending Holy Cross College of Davao (City). The test-retest method was used and product-moment correlations obtained.

A stratified sample of Filipino juniors enrolled in colleges and a university in Region XI (Davao[City], Davao del Sur, Davao del Norte, South Cotabato, and General Santos[City]) was tested at the beginning and end of the second semester of the 1977-78 academic year. Students were divided into three assignment groups: YCAP government (N=240), YCAP school (N=196), and control (N=120). The sample was further stratified into background groups: sex of student, academic major, location of rearing, and socioeconomic status.

Analysis of covariance was used, and the Scheffé technique was employed for post-hoc comparisons. The posttest means for the attitude clusters served as the criterion variables, with the pretest means serving as the covariates. Four tests were used, each blocking on one of the four background variables. Main effects and interactions between assignment and background variables were analyzed.

Findings

Thirty-six null hypotheses were tested. Four significant differences were found. In the analysis which blocked on sex of student, females scored higher than males for attitudes toward Self, and YCAP government respondents scored higher than YCAP school participants for attitudes toward School. In the analysis which blocked on academic major YCAP government assignment was superior to non-assignment (control group) for attitudes toward Self. In the test which blocked on location of rearing, YCAP government students scored higher than either the YCAP school or control respondents. In no case did YCAP school students score significantly higher than other assignment groups, nor did control group respondents ever score significantly higher than the two YCAP assignment groups.

Based on the closeness of all means and the positioning of all scores toward the development-promoting end of a continuum for all assignment and background comparison groups for each of the attitude clusters of Self, School, and Society, college students in the Philippines epitomize the slogan of the New Society: isang bansa, isang diwa (one nation, one mind)!

Recommendations

The survey instrument should be revised and the study replicated; the socioeconomic status variable should be trichotomized; studies should be conducted on the negative or positive attitudes toward YCAP held by college administrators, YCAP coordinators, and YCAP participants and the effects of those attitudes on YCAP assignment outcomes; the certainty with which groups hold their attitudes might give an indication of the probability that overt behaviors in society will reflect the development-promoting attitudes of college students; individual school programs should be analyzed to isolate which YCAP programs are successful; and continuous analysis of YCAP programs and modifications based on the results could assure that the mandated experiential education intervention which is as grand as YCAP is in concept would not become any less grand in its implementation.

149. GARZON, Dionisio Padul (Ed. D.). "An Analysis of the Problems of Teaching Elementary Science in the Philippine Public Schools." University of California, Berkeley, 1962. 184 pp. Source: DAI, XXV, 2 (August, 1964), 1025. XUM Order No. 64-7167.

The major aim of this study was to analyze the problems of teaching elementary science in the Philippine Public Schools. Problems were identified in the following areas: objectives, curriculum organization, methods and techniques, equipment and materials, pre- and in-service education of teachers, and evaluation of the elementary science program.

Dionisio Padul Garzon

Data were obtained from questionnaires completed by 456 teachers enrolled in science courses at the Philippine Normal College during the summer of 1959. Interviews were held with 100 teachers to check the reliability of responses on the questionnaires.

The following major problems were identified:

1. Misunderstanding regarding relationships among elementary science objectives and the emphasis is to place on specific objectives.
2. Utilization of local materials.
3. Insufficient supplies and equipment.
4. Utilization of a variety of methods of teaching science.
5. Inadequate teacher backgrounds and experience in science instruction.
6. Lack of teacher participation in science in-service education programs.
7. Lack of scientific books and periodicals.
8. Over-emphasis on paper-and-pencil methods of evaluation.
9. Lack of textbooks and references in science appropriate for Filipino children.
10. Unavailability of copies of the courses of study in science.
11. A heavy teaching load that worked against the improvement of science instruction.

The following recommendations were made to improve science instruction:

1. Science objectives should be re-examined with attention to relationships, conservation and utilization of resources, and basic concepts and principles.

2. The curriculum should be revised in light of its appropriateness to regional conditions in the Philippines.

3. Science instructional guides should be given to all teachers.

4. Every elementary school should be given the science equipment and materials needed to teach required units of work.

5. The pre-service education of elementary-school teachers should include

   a. a broad and liberal education.
   b. courses in physical and life sciences.
   c. a course in teaching science.
   d. student teaching in science.
   e. a mathematics course directly related to science instruction.

6. Regional normal schools and private colleges should offer the educational program outlined above.

7. In-service education programs should be instituted under the leadership of the Bureau of Public Schools and with the cooperation of colleges and school divisions.

8. Improved techniques should be devised for appraising outcomes of science instruction.

9. Graduate division offerings of the Philippine Normal College should be added to include science education as a field of specialization for consultants and supervisors in elementary schools.

150. GATES, John Morgan (Ph. D.). "An Experiment in Benevolent Pacification: The U. S. Army in the Philippines, 1898-1902." Duke University, 1967. 409 pp. Source: DAI, XXVIII, 10A (April, 1968), 4089-A. XUM Order No. 68-5217.

John Morgan Gates

Between 1899 and 1902 the U. S. Army fought a difficult and frustrating campaign in the Philippine Islands. A native independence movement forcibly resisted the establishment of an American colonial government, and neither the Army's progressive administration of Manila nor the American insistence that colonial rule would be in the best interests of the Philippine people succeeded in preventing war.

This dissertation is a study of the evolution of the American pacification campaign and an analysis of the reasons for its success. More space has been devoted to the Army's work in civil affairs and military government than to its operations against insurgent forces in the field. In the Philippines the Americans were fighting a war for popular support in which the defeat of rebel military forces played a secondary role.

The Army's initial approach to the problem of patification was a benevolent and humanitarian one. Assuming that Filipino resistance stemmed from a misunderstanding of their intentions, the Americans thought that the fighting would end once Filipinos had seen evidence of their benevolence. Throughout 1899 the Army concentrated on the development of a progressive colonial government and the expansion of the area under its control. The organization of municipal governments, legal and fiscal reform, public health work, and school development characterized this phase of the pacification campaign.

Although the Americans won the support of some Filipinos in 1899, insurgent terror tactics and the inability of the understrength American army to protect Filipino villagers more than offset the gains made by the policy of benevolence. Encouraged by anti-imperialist criticism of President McKinley, insurgent guerrillas prevented effective American control of the islands throughout most of 1900.

By the end of 1900 the Americans recognized that benevolence alone could not end the war. Under the direction of General Arthur MacArthur they completely restructured their pacification program and began a vigorous campaign. Continued benevolence, the promise of civil government, and other positive incentives were used to convince Filipinos of the value of accepting American rule. Breaking with their purely benevolent policy, the Americans also instituted a number of negative incentives including deportation, imprisonment, and other punishments for natives who continued to resist. General MacArthur placed great emphasis on the isolation of the guerrillas from their bases of supply in the villages and on the protection of villagers from terror and intimidation.

The Army's new, more comprehensive approach to the problems of pacification was a complete success. Sufficient order was restored to the islands by the middle of 1901 to allow the transfer of the colonial government from military to civilian authorities, and less than one year later the insurgents were eliminated altogether as a threat to the security and stability of American rule. The role of repressive measures in the Army's successful campaign has been overemphasized, and American atrocities have been greatly exaggerated. Benevolence, not severity, was the key to the American victory.

Much material for this study came from the papers of Elihu Root, William Howard Taft, and Henry T. Allen in the Library of Congress and the Records of the Adjutant General's Office in the National Archives. Primary sources on the Philippine insurgents were the unpublished compilation of their records by Captain John R. M. Taylor and the original documents from which his work was drawn, all on microfilm in the Archives. The extensive published materials covering the Philippine campaign in the annual reports of the Secretary of War and a wide variety of United States Senate documents were also used.

151. GEMARINO, Rosalia Garingalao (Ph. D.). "Student Problems in Extracurricular Activities: A Study of the Daughters of Charity Schools in the Philippines." Fordham University, 1957. 345 pp. Source: Eells, p. 121; and RELIGIOUS EDUCATION, LIII (May-June, 1958), pp. 258-259.

Rosalia Garingalao Gemarino

Problem

To ascertain student problems as they participate in extracurricular activities in the twelve high schools for girls conducted by the Daughters of Charity in the Philippines.

Extracurricular activities include all those programs and events sponsored or organized by the school to instruct, entertain, and provide for the needs, interests, and abilities of the students, which are not included in the regular schedule, for which no credit is given for graduation, and for which no course of study is prescribed.

Procedure

A questionnaire was answered by 50% of the 3,000 high school girls from the cooperating schools during the school year 1955-56. The findings apply to the 500 students ranging in age from 11 to 20 years. Majority of the subjects had from one to four years, inclusive, of Catholic education. According to the Goodenough Revision of the Barr-Tausig Scale of socioeconomic status, more than one fourth of the 1,500 students belonged to families of semi-professional class; one fourth were daughters of professional parents, and few students came from families of skilled, slightly skilled and unskilled workers.

The questionnaire identified possible student problems in extracurricular activities, classified as membership, scholarship, social, financial, and schedule. Results revealed that the causes of student non-participation, as indicated by the respondents, were lack of ability, lack of interest, and lack of money. Seventy per cent of the students believed that they improved in their academic standing after they took part in school activities.

Student recognition of benefits derived from participating in extracurricular activities was manifested by the majority of the respondents who ranked highest the spiritual and moral values; the second highest were the social and civic values; and the third highest were the cultural and academic values.

The existing conditions showed a need for properly organ-

373

ized and administered extracurricular activity programs. A need for orientation and guidance was deemed necessary especially for freshmen and other new students.

Further research seems necessary to find out the significance and the carry-over of school activities to adult life.

152. GENILO, Loreto Gaba (Ph. D.). "A Study of the Problem of Teaching Filipino Language in Public Secondary Schools of the Philippines." University of California, Berkeley, 1961. Source: Stucki, p. 86; and Abstract from UC, Berkeley, Library.

The purposes of the study were: to ascertain, classify, and analyze problems encountered by teachers of Filipino Language (Pilipino) in public secondary schools in Tagalog and non-Tagalog regions of the Philippines, and to derive clues and offer recommendations for those concerned with the improvement of the in-service education of these teachers.

The sources of data were 504 teachers of Filipino Language teaching in 158 secondary schools in Tagalog and non-Tagalog regions of the Philippines. Data were collected through an open-end questionnaire and supplemented by an interview.

Major findings were:

1. 211 specific problems were encountered by teachers of Pilipino, 76 being of common concern to teachers in both Tagalog and non-Tagalog regions; on 135, teachers in the two regions differed in concern.
2. The problems were related to deficiencies and difficulties of students in learning the language, inappropriateness and the lack and/or absence of curriculum materials, teachers' personal and professional deficiencies, methods used and regulations prescribed in teaching the language, inadequate funds for instruc-

tional materials and facilities, the language itself, and other general problems such as large classes and heavy teaching load.

The following conclusions were formulated:

1. Students in the secondary schools had numerous deficiencies in oral and written language, study habits, and the study of literature.
2. There was lack of approved textbooks and other printed materials in Pilipino adapted to needs, abilities, and interest of secondary school students, up-to-date curriculum guides, funds to procure varied teaching and learning materials and other realia to make the teaching of the language effective.
3. The methods used did not help students learn standard Pilipino functionally so that they could use the language as the tool in speaking, writing, reading, thinking, and learning.
4. Personal and professional deficiencies of teachers were obstacles in teaching the language effectively.
5. No comprehensive dictionary or dictionary of science and technology in Pilipino were available.
6. The basic grammar of the language, Ang Balarila ng Wikang Pambansa, is too complex.
7. Classes were large and teaching loads were heavy.
8. Teachers had interest in solving their problems but needed assistance in doing so.

It was recommended that continuous and improved inservice education programs be held to solve professional needs and problems of Pilipino teachers; that school administrators, supervisors and curriculum personnel, the Institute of National Language, teacher-training institutions, the Board of Textbooks, and the professional organization of Pilipino teachers exert cooperative efforts to solve problems in teaching Pilipino. Further related research was recommended to determine:

1. Other problems in teaching Pilipino.
2. Effective methods in teaching the language.
3. Whether Pilipino or English should be adopted as the common language of instruction in the secondary schools.

153. GERBER, Michael Stephen (Ph. D.). "An Analysis of the Implementation of the New Social Studies Curriculum in the Public Elementary Schools of the Division of Albay, Philippines." New York University, 1974. 388 pp. Source: DAI, XXXV, 5A (November, 1974), 2645-A. XUM Order No. 74-24,991.

This study analyzes the process of implementation for the New Social Studies curriculum in the public elementary schools of the Division of Albay, Philippines, from its planning on a national level to its utilization in each school district of the division. It covers a five-year period, 1967-1972.

Specifically, the origins and development of the New Social Studies program were surveyed. Coordination between the Bureau of Public Schools, Manila, and the Division of Albay was analyzed and those factors which led to implementation in the division were identified. The role of the state university in Albay, Bicol University, in helping the Division of Albay implement the new curriculum was also analyzed.

The investigation is considered specifically significant for social studies educators, curriculum specialists, and scholars of comparative education for the following reasons: there are basic similarities between the Philippine social studies program and social studies programs in the United States; Philippine curriculum planning is done on the national level and there has been some demand for centralized social studies planning in the United States; the centralized administrative machinery of the Philippine public school system has certain common characteristics with large city school systems in the United States; some of the objectives of the Philippine social studies program have relevance to other Asian nations.

The method used is classified as descriptive-survey because of the recent time period involved. However, the tools of historical research were applied and the data collected were largely from primary sources obtained in the Philippines.

From 1967-1972, there were three aspects of curriculum implementation: development, dissemination, and utilization. The development of the conceptual New Social Studies curriculum was primarily the responsibility of the Bureau of Public Schools, Manila, and its National Committee on Social Studies. Both the Division of Albay and Bicol University participated in the development phase by providing feedback on the Social Studies Scope and Sequence through attendance at the First and Second National Social Studies Conferences in 1971 and 1972; participation by the University at the Ninth Teacher Education Conference in 1968; and the involvement of the division in the try-out of teaching units in 1969-1970 and representation at the University of the Philippines-Bureau of Public Schools Summer Institute in 1971.

The dissemination and utilization phases of implementation were also a cooperative effort. Primary responsibility rested with the Division's Social Studies Coordinator but he worked under the leadership of the Director of the Bureau of Public Schools. It was the Bureau that created the position of Division Coordinator and called for the creation of division and district echo-conferences. It was also the national curriculum that was utilized in the division. Bicol University followed the national trend by training teachers in the New Social Studies. The University also played an important role in the division and district conferences by providing consultants.

In view of the findings, specific problems emerge which might possibly be examined in future studies. Since this investigation is concerned with the process of implementing the New Social Studies in one division in the Philippines, the effectiveness of the program in both quantitative and qualitative terms can be examined in the future. A conflict in values was recognized between the philosophy of the New Social Studies and traditional Asian and Philippine values and this too can be explored in further depth. This study also recommends that the basic concepts of the New Social Studies program be examined in the future to determine whether they are meeting the needs of rapidly changing conditions in the Philippines.

154. GIBBS, Eugene (Ph. D.). "Family and Politics: A Study of a Filipino Middle Class Family." Claremont Graduate School and University Center, 1971. 191 pp. Source: DAI, XXXII, 5A (November, 1971), 2819-A. XUM Order No. 71-29,629.

The thesis is that child rearing practices in conjunction with the changing society of a developing nation contribute to a new personality that significantly differs from the personality formed in a closed family and a fragmented folk or peasant society. Focus is on the daily life and highlights the striking contrasts between traditional and contemporary settings and living actors in real situations who interact with the cultural and social processes.

Use of historical analysis and interviews relate personality change to class formation in the context of democratic institutions. As it covers three generations of one family, the study portrays the dynamic quality and direction of change in the Philippines as well as its dramatic conflicts and failures: culture and generation gaps, expectations beyond the means to fulfill them and confusion over identities and goals.

Underlying the present condition of the Filipino middle class is the evolution of the Malay family under centuries of political fragmentation and colonial domination, American sponsored democratic and educational institutions, the Catholic Church and the rich world of the supernatural, and twenty-five years of independence. The social transformation of the barangay and the barrio into towns and trading centers is seen through the interviews with the family. The study raises the question of how the new Filipino personality will find its place in a society whose economy, at present, is contracting.

A small but urbanized middle class, this study found, is the sector most committed to changing itself and the most dependent on modernizing institutions. Where previously a self-sufficient peasantry existed, the values of the family and the community were synonymous; middle class formation signifies the growing specialization of labor and the opportunity for the individual to set out on his own. In the Philippines, the middle class has a fragile hold on its position as it has appeared without any corresponding power redistribution or rapid industrialization. After modifying its child rearing practices and occupational skills, the middle class is increasingly freed of traditional restraints and increasingly reliant on the larger and largely conservative society. Future development hinges on the alliances to be made by the middle class, with either the peasantry or the elite.

Finally, it is a warm, intimate picture of real people who tell their own story.

155. GIESECKE, Leonard Frederick, Jr. (Ph. D.). "History of American Economic Policy in the Philippines During the American Colonial Period: 1900-1935." University of Texas at Austin, 1975. 287 pp. Source: DAI, XXXVI, 5A (November, 1975), 3008-A-3009-A. XUM Order No. 75-24,871.

From 1900 until 1935, the Philippines was an American colony. Events both in the United States and in the Philippines led the United States Government to adopt as the object of its policies in the Philippines the preparation of the Philippines for democratic self-government. Colonial officials understood this object to require that they establish in the Philippines an economy separate from other social institutions and governed by self-regulating markets, the model of the ideal economy that dominated nineteenth and early twentieth-century Western thought.

American policies were consistently directed toward the creation of such an economy. Expenditures of the colonial government were purposely kept low, even relative to other governments of Southeast Asia, to minimize the government's interference in the market. For a brief period, in fact, colonial administrators attempted to subject the operation of the colonial government itself to the rule of market forces by encouraging government agencies to undertake profit-making activities. A monetary system was designed to operate solely in response to market forces. Government intervention into what colonial officials considered to be the realm of private enterprise was avoided in principle, and the few exceptions to this principle were primarily into the area of transportation, an approved exception. A Torrens title system was established to facilitate market transactions in land, a system that probably facilitated as well the spread of tenancy, although statistical evidence does not exist either to support or disprove this hypothesis. Finally, an educational system was extended throughout the Philippines in the hope of, among other things, improving the quality of Philippine labor.

Most of the few deviations from the principles of the liberal economic model can be explained in terms of the growing strength of social reform movements in the United States, movements which, according to Karl Polanyi, were the inevitable response to the unforeseen consequences of separating the economy from other social institutions and vesting its control in self-governing markets. But these deviations were few and they stemmed from conditions in the United States, not from conditions in the Philippines. Within the Philippines, American economic policies served reasonably well the objectives of the Philippine elite, who hoped to prevent the growth of vested interests opposed to Philippine independence. That the ideology of colonial administrators served the purpose of Philippine nationalists has left its mark on the Philippines. Long after independence the ideology of economic liberalism remains a dominant theme in the Philippines today.

156. GO, Alicia Saavedra (Ph. D.). "The Effect of Phoneme-

Alicia Saavedra Go

Grapheme Cues and Test-Study Upon Spelling of First Year High School Students at the Visayas Agricultural College, Philippines." University of Minnesota, 1970. 174 pp. Source: DAI, XXXI, 7A (January, 1971), 3413-A-3414-A. XUM Order No. 70-27,120.

The Problem

This study was designed to start the search for methods of teaching spelling which could be used effectively in the classrooms. Its specific objectives are:

1. To determine whether there are significant differences in spelling performance among the three treatment groups on post and recall tests.
2. To determine whether there are significant differences in spelling performances among groups on dictated spelling and multiple-choice spelling.
3. To determine whether there are significant differences in spelling performance among groups in spelling untaught words representing selected phoneme-grapheme correspondences existing in the words studied.
4. To determine whether there are significant differences in spelling performance among groups in spelling words representing relatively high, average, and low regularity categories of phoneme-grapheme correspondences.
5. To determine whether there are significant differences in spelling performance between Group I (Test-Study) and Group II (Sound-Symbol) and between Group II (Sound-Symbol) and Group III (Copy-Self-Study).
6. To determine what spelling errors among groups occur in the weekly tests.

Procedure

Three methods of teaching spelling were compared, namely: test-study, sound-symbol, and copy-self-study. 120 first year high school students from the Visayas Agricultural College, Philippines, were randomly chosen and assigned to the three groups. The experimental period lasted for six weeks. The following tests were given to each group:

1. 6 weekly tests.

2. A post test.

3. A recall test.

Students with incomplete test data were eliminated. Test scores of 90 students were finally included in the analysis.

The one-way analysis of variance and t test were used to analyze the data.

Findings

Data analysis shows that:

1. There are significant differences at .01 significance level among the three groups in the post test, recall test, dictated spelling in both post and recall tests, multiple-choice spelling in both post and recall tests, untaught words, the three regularity categories in the post test, and the three regularity categories in the recall test.

2. There are no significant differences at .01 significance level on the 13 variables between Group I (Test-Study) and Group II (Sound-Symbol).

3. There are significant differences at .01 significance level on the 13 variables between Group II (Sound-Symbol) and Group III (Copy-Self-Study).

4. There are certain areas of spelling difficulties among the three groups.

Correlation coefficients for the post and recall tests were .96 and .94 respectively.

Samuel S. Go

157. GO, Samuel S. (Ph. D.). "Farm Business Management Training Needs of M.I.T. Graduates Teaching Elementary Agriculture in Cotabato, Philippines." University of Minnesota, 1970. 94 pp. Source: DAI, XXXI, 5A (November, 1970), *2272-A-2273-A*. XUM Order No. 70-20,194.

This study was designed to provide information needed in the expansion of the pilot farm business management program for adult farmers at the Mindanao Institute of Technology (M.I.T.), Cotabato, Philippines. Its specific objectives are:

1. To find out whether or not elementary agriculture teachers in Cotabato who are M.I.T. graduates need additional training in the 30 farm business management topics selected for the study.
2. To determine specific farm business management topics where elementary agriculture teachers need the most amount of training.
3. To determine the relationship between elementary agriculture teachers' competency to teach the topics included in the study and each of the selected independent variables.

Procedure

A set of questionnaires was developed and used to gather necessary information from 74 elementary agriculture teachers (Group I) and 24 high school vocational agriculture teachers, college instructors, and members of the Farm Management Committee at M.I.T. (Group II). Additional training needs were determined by comparing the self-ratings made by Group I members with the minimum ratings set by Group II members on the farm business management topics. Nonparametric tests were used to analyze the data.

The Findings

Data analysis results show that:

1. Elementary agriculture teachers in Cotabato who are M.I.T. graduates need overall training in farm business management.
2. Specifically, they need additional training in 21 of the 30 topics included in the study.
3. Correlation coefficients between teachers' competency to teach the topics and five variables (age, teaching experience, high school vocational agriculture training, over-all grade point average, and grade point average in Agricultural Economics courses taken in college) are significantly different from zero at .05 significance level.

The correlation coefficient between teachers' competency to teach the topics and credits taken after college graduation is not significantly different from zero at .05 significance level. Correlation coefficients range from .354 to .571.

158. GONZALES, Leticia R. (Ph. D.). "Comparison of the Role of Elementary School Counselors as Perceived by Supervisors, Principals, and Counselors in Negros, Philippines." Purdue University, 1979. 125 pp. Source: DAI, XL, 6A (December, 1979), 3117-A-3118-A. XUM Order No. 7926378.

This investigation described the extent to which supervisors, principals, and guidance counselors agreed concerning the role and function of the elementary guidance counselors in the provinces of Negros Occidental and Negros Oriental, Philippines. The subjects used in this study included all district supervisors, all guidance counselors, and two principals in each district that employed a guidance counselor in these provinces during the 1977-1978 school year. In Negros Occidental, the number of usable responses received were 89 percent from principals, 85 percent each from supervisors and guidance counselors. Usable responses from Negros Oriental respondents were 71 percent from supervisors, 86 percent from principals, and 79 percent from guidance counselors.

Two-way analysis of variance and Newman-Keuls test were used in the analysis of data. The following findings and conclusions emerged from the data. In response to the question on how the subjects perceived the role and function of the guidance counselors as a part of the pupil personnel services program, supervisors and principals agreed on 33 functions; principals and guidance counselors concurred on 30 and disagreed on four functions; and supervisors and guidance counselors agreed on 33 functions. Principals typically rated the guidance counselors' involvement lower than the guidance counselors' evaluation of their own performance. The overall responses from both provinces revealed that Negros Occidental and Negros Oriental subjects agreed on 21 items and disagreed on 13 functions. It was observed that one item (Item 2) found significant by using the two-way analysis of variance was not significant when the Newman-Keuls test was performed. It was revealed that disagreement which did appear often reflected differences in intensity of views rather than opposite ideas. No significant interactions were found on all functions analyzed.

The following conclusions were drawn from the findings.

1. From the responses to the 34 items, there is evidence that there was much more agreement than disagreement among the three groups surveyed in general, concerning the role and function of the guidance counselors.
2. Since there were some differences in opinions between Negros Occidental and Negros Oriental respondents, it was concluded that provinces in which one is employed do contribute to the difference in viewpoints of the counselors' role and function.

159. GONZALEZ, Eva Beatriz (Ph. D.). "The Educational Philoso-

phy of Teachers of Home and Family Courses in the Public General Secondary Schools of Luzon, Philippines." Cornell University, 1958. 141 pp. Source: DAI, XIX, 1 (July, 1958), 69-70. XUM Order No. Mic 58-2443.

This study was an attempt to identify the characteristics of the educational philosophy of 253 home economics teachers who are currently teaching Home and Family courses in the public general secondary schools of Luzon, Philippines.

Information was obtained from these teachers by means of a Situation Schedule. Teachers were asked to react to twelve hypothetical school situations by choosing one of five responses to each situation which most nearly approximated their own reaction. The responses were set on five levels which were characterizations of authoritarian, partly authoritarian--partly democratic, democratic, partly democratic--partly laissez-faire, and laissez-faire methods of teaching. Educational philosophies of the teachers involved in this study were identified through their choices.

The data were treated in relation to ten variables which might have had some bearing on the manner in which the teachers responded to the Situation Schedule. The following hypotheses which were concerned with the variables were tested:

1. There is no difference between the philosophy of the Philippine educational system and that of teachers of Home and Family courses in the public general secondary schools of Luzon, Philippines.

2. There is no difference between the attitudes and beliefs of teachers who have taught for over twenty years and those of teachers who have only been teaching within the past ten years.

3. There is no difference between the philosophy of teachers in urban sections and that of teachers in the provinces.

4. There is no difference between the attitudes and be-

liefs of teachers whose parents have been or are teachers and those whose parents have not been teachers.

5. There is no difference between the attitudes and beliefs of teachers who had enrolled in private schools and those of teachers who had enrolled in public schools.

6. There is no difference between the attitudes and beliefs of teachers who are married and those who are not.

7. There is no difference between the attitudes and beliefs of teachers of Home and Family courses who have children the same age as the group they teach and those of teachers who do not have children.

8. There is no difference between the type of personality the teacher possesses and the teaching method she employs.

In their responses, the teachers expressed a democratic philosophy, indicating that they are aware of these principles. The study did not prove that these teachers reflected democratic principles in their teaching behavior. No statistically significant differences were found in the philosophies of these teachers, when they were classified according to the length of time spent in teaching, type of home and school community lived in longest, teaching experience of parents, type of school attended (public or private), inservice training, civil status, and number of children. Through the use of the abbreviated F (authoritarian) scale, which estimated anti-democratic tendencies at the personality level, a possible explanation for the teachers' reaction to the hypothetical situations was sought. Teachers' responses to this scale showed them to be anti-democratic in personality. The statistically nonsignificant correlation between teachers' scores on this scale and on the Situation Schedule showed that there is no relationship between one aspect of the teacher's personality and the teaching method she said she would employ in certain situations. The polarity of results obtained from the two tests was explained from a cultural standpoint.

This study has served to explore the relationships of certain factors within the experience of teachers with their attitudes and beliefs about teaching. One value of the study can probably be said to lie in its support of the effectiveness of the Bureau of Education in promoting the democratic principles of teaching.

160. GOSS, George Edward (Ph. D.). "The Development of Organized Physical Education in the Philippine Islands." New York University, 1932. 170 pp. Source: Eells, p. 121; and New York University, School of Education, ABSTRACTS OF THESES (1932), pp. 1-4.

The Statement of the Problem

The purpose of this study is to consider three general phases of the development of organized physical education in the Philippine Islands; first, the status of physical education in the Islands prior to American occupation; second, the developments that have taken place in physical education in public and private educational institutions, playground, and sport organizations, and in social institutions during the past thirty years; third, the factors that have contributed to the developments recorded. The study is national in scope and includes both sexes. It is limited, however, to a consideration of organizations and institutions. The study, likewise, has been confined to physical education and no attempt has been made to consider the health conditions in the islands except in so far as they relate to physical education.

Methods Used in the Study

The study was organized in a manner that enabled the investigator to assemble the facts under the following headings: historical considerations, organizational developments and relationships, objectives of organizations and institutions, leaders and leadership, program of activities, and general and routine administrative practices. The investigator prepared seven pages of check-list material which dealt with three factors. Part one of the study dealt entirely with the program of activities. The material under this heading was arranged in twelve divisions and specific events were listed under nine of these headings. Part two of the study dealt with administration and promotion aspects of the problem with fifteen items listed. Part three contained items of a special character and this section was sent to only one individual in each organization. A sheet of instructions accompanied the material, in which the individuals were asked to reply by placing check marks in each of the three columns provided.

The selection of individuals to whom the material should be sent was determined by the investigator and Dr. Henry S. Townsend, professor of philosophy and dean of men of the University of the Philippines, who acted as the representative of the investigator in the Islands.

The material was sent to Dr. Townsend who forwarded the sheets personally to those individuals whose official responsibilities and years of experience indicated that they should possess judgments which have been formed through close and intimate contact with the problems involved. The number of check lists sent to the Islands was seventy. This number was selected in view of the fact that replies were desired only from a carefully selected group of individuals. Thirty-seven, or approximately fifty per cent of the lists were returned. A study of the replies reveals the following facts:

Eighteen of the group are Filipinos and nineteen are Americans. None of the Americans has had less than five years in the islands and a few have lived there for over twenty years. All but three of the thirty-seven are in educational institutions and twenty of them are division superintendents of the Bureau of Education where part of their duties include the supervision of the physical-education program in the public schools. Only seven of the groups are directors of physical education.

Analysis of Data

The investigator has assembled, analyzed, and compiled all of the data sent from the Philippines. This included, in addition to the check-list material, commission reports, pamphlets, reprints from medical journals, data on legislation, and personal letters. Considerable material was secured in the United States from the Bureau of Insular Affairs, Washington, D. C., and the Sterling Memorial Library, Yale University. This material consisted largely of governmental and departmental reports, data on legislation, and special reports. As the investigator was intimately connected with the projects under consideration while in the Philippines, copies of a number of the reports to which reference is made are in his personal files.

The factors, which were derived from the analysis of the check-list returns, have been placed in the body of the study in connection with the topic under consideration.

The following steps were taken by the investigator in drafting the study: first, the establishment of the factors involved; second, the determination of the criteria to be used in evaluating the findings; third, the presentation of the material secured; fourth, the critical evaluation of the findings in terms of the criteria established.

Criteria of Developments

In order to ascertain the extent and type of organized physical education that has been developed in the Philippine Islands and the degree to which the people of the United States have aided in this development, the following criteria were set up by which to judge the factors revealed. If there has been a development, the factors presented in this study will give evidence:

1. That new programs have been developed which had not been emphasized previously, or new factors have been added to already existing programs.

2. That certain tangible results are apparent in such factors as buildings, equipment, playgrounds, and swimming pools.

3. That training projects have been developed whereby the nationals of the country have been enabled to prepare themselves better for the responsibilities of leadership in this field of education.

4. That existing organizations have increased their em-

phasis upon physical-education activities or that additional organizations have been brought into being with this as their main objective.

5. That an increasing number of individuals in the Islands are participating in the programs that have been developed.

6. That scientific methods of determining the types of programs that should be promoted in each organization or institution have been undertaken.

7. That the health and moral factors involved have been considered and plans made for developing leaders who would stress such factors.

8. That the programs promoted have been organized in terms of the needs and interests of the people of the Island.

9. That the plans which have been developed and the activities that have been promoted have met with the approval of the national leaders of the Islands.

10. That the programs introduced show signs of possessing a lasting influence and effect upon the advancement of the health and recreative life of Filipinos throughout the entire Archipelago.

The Most Important Findings

1. A close scrutiny of existing literature, in addition to factors related in conferences with leaders in the Philippines, does not reveal any program of organized physical education in the Philippines prior to the American occupation.

2. There is evidence that the Filipino people, in their own "barrio" life, did possess certain games and folk dances which were indigenous to the Islands, some of which were known even before the Spanish era.

3. The years immediately following the turbulent period of hostilities in 1898, in which many individual, civic,

and national adjustments to new situations had to be made, presented a unique opportunity for the introduction of new factors and interests into the national and individual life of the people of the Philippines.

4. The American teachers in the Bureau of Education, scattered as they were throughout the Archipelago, were the pioneers and leaders in the introduction of athletic games and sports.

5. The American Young Men's Christian Association, through the policy adopted in the early days of loaning its physical directors to government and civic bodies for the organization and promotion of physical-education activities, "blazed the trail" for many of the developments that have taken place.

6. The outstanding personality in the development of organized physical education on a national basis was that of Elwood S. Brown and the relationships that were developed, not only between organizations within the Philippine Islands, but also between the Philippines and other nations of the Far East, were due largely to his organizational abilities, his vision, and his untiring efforts on behalf of the people of the Philippines.

7. Tangible results of organized physical education are found in the societies, clubs, and educational institutions that have developed buildings, swimming pools, and playgrounds and have equipped them with modern material.

8. With a clear recognition of the importance of adequate training for students of physical education, the University of the Philippines has made provision for specific training in physical-education subjects ranging all the way from summer-school courses to a four-year college course.

9. Within the last decade Filipinos, trained in physical education and in some cases with graduate degrees, have been appointed to positions of responsibility and authority in educational institutions and government organizations.

10. The field of physical education as a profession for young men and women has developed but slowly, although there are factors which indicate that the progress is real and definite and has evidence of future growth.

11. Throughout the Archipelago there are unmistakable signs that the programs which have been introduced have taken deep root and have become part of the national life of the Filipinos.

Recommendations for Future Development

1. The development of a scientific method for selecting physical-education activities for the public-school system in terms of the individual needs of the students.

2. The providing for increased realization of the educational significance of physical education through the appointment of adequately trained physical educators to positions of responsibility. The first step in this direction appears to be the assignment of one physical educator, as rapidly as conditions will permit, to each division superintendent in the Bureau of Education.

3. A closer correlation of the health education and physical-education programs.

4. The introduction of programs of physical education for physically handicapped children.

5. The development of programs in the school and college period that have a carryover value for leisure time and for adult life.

6. The providing of increased opportunity for children of school age, who are not enrolled in school, to use school and public playgrounds under trained leaders.

7. The spreading of the playground movement under adequate leadership to the remote corners of the Archipelago.

8. The development of tests and measurements in all organ-

izations promoting physical education by which to gauge the progress recorded, whether it be in physical proficiency, the improvement of health, or the development of character.

161. GOWING, Peter Gordon (D. S. S.). "Mandate in Moroland: The American Government of Muslim Filipinos, 1899-1920." Syracuse University, 1968. 915 pp. Source: DAI, XXIX, 6A (December, 1968), 1843-A-1844-A. XUM Order No. 68-13,827.

The dissertation describes and evaluates the period (1899-1920) of direct American administration of Muslim Filipinos (Moros). The American mandate in the Philippines "to develop, to civilize, to educate, to train in the science of self-government" is discussed as it applied to Moroland. Also described are the structure and policies of the American administration, the men chiefly responsible for that administration, the Moro response to the new government, and the impact of American policies on Moro culture. Moro history prior to the American arrival is briefly summarized.

American Moro policy developed in three periods. First, there was the period of initial Moro-American contact and U.S. Army occupation (1899-1903). Treating the Moros like the American Indians, the Army followed a policy of non-interference in Moro internal affairs. It limited itself largely to securing Moro acknowledgement of U.S. sovereignty, suppressing the slave trade and piracy, opening a few schools, introducing health measures and constructing roads. Next came the ten-year period (1903-1913) of the Moro Province. The Province was organized to exercise politico-military control over the Moros; the authorities sought to prepare them for civil administration and eventual incorporation into an independent Philippine state. The earlier non-interference policy was abandoned; the Moros fought the imposition of American laws and taxes. The military administrators of the Moro Province vigorously "pacified" the Moros and disarmed them. Finally, there was the six-year period (1914-1920) of the Department of Mindanao and Sulu. During this period, the government of Moroland was "Filipinized," i.e., turned over to Christian Filipinos in accord with the policy of the U.S. Democratic administration (pressured by Filipino nationalism) to accelerate the move toward Philippine independence. After the abolition of the Department in 1920, American officials exercised little administrative or legislative control over Moroland.

Dissertation research was conducted principally in the Bureau of Insular Affairs Division, U.S. National Archives, and in the Manuscript Division, Library of Congress, which holds the papers of Leonard Wood, Tasker Bliss, John Pershing, Hugh Scott and Frank Carpenter--all former administrators in Moroland. The major conclusions of the study are:

1. The Spaniards and Americans had similar military, missionary and economic objectives in Moroland and employed force to impose their will. Unlike the Spaniards, the ultimate aim of American policy was, however, the incorporation of the Moros into the body politic of an independent Philippine state. Americans judged the "legitimacy" of their occupation of Moroland in terms of this aim.

2. The policy of direct rule and programs implementing the mandate were interpreted by Moros as threats to their religion and culture. The Moros resisted fiercely. Americans failed to comprehend the extent to which their schools, laws, social reforms and economic policies jeopardized traditional Moro society in which separation of the "sacred" and "secular" was unknown.

3. Under American administration, Moroland became effectively a part of the Philippine nation. The region was integrated into the Philippine governmental framework. Christians and Moros were brought into friendly, peaceful contact and it was shown that they could live together harmoniously. But half a generation of U.S. administration was insufficient to overcome centuries of Moro-Christian animosity or to prepare the Moros for equal citizenship with Christians in a modern democratic state.

4. The Moros paid heavily for American good intentions. They lost their independence. Thousands perished in battle. Their traditional society was disrupted. Then, bereft of political, economic and military power, they became almost totally dependent on American justice and good will. They were beginning to respond positively to the genuine humanism of the Americans when the latter precipitously transferred the government of Moroland to Christian Filipinos--ancient foes of the Moros.

5. The mandate was only partially fulfilled in Moroland before responsibility for it was assumed by a Government controlled by Christian Filipinos. Events subsequent to 1920 indicate that the Christian Filipinos were not ready to adequately administer half-a-million Moros. Abuse of power by individual Filipino officials, programs of assimilation which ignored Moro religious and cultural sensitivities, and a great influx of Christian settlers who alienated land belonging to the Moros, exacerbated Moro-Christian animosity. The Philippine Republic today, like Spain and America before her, has a "Moro Problem."

162. GOYENECHEA-GONZALEZ, Flora (Ed. D.). "A Critical Evaluation of the Undergraduate Accounting Curriculum in the Philippine College of Commerce." University of Southern California, 1972. 268 pp. Source: DAI, XXXIII, 2A (August, 1972), 585-A. XUM Order No. 72-21,672.

Purpose

The purpose of the study was to evaluate the undergraduate accounting program in the Philippine College of Commerce and to use the results in designing a model curriculum.

Procedure

1. A set of evaluative criteria was established through a review of literature and used in the comparative study of the curriculums of PCC and selected schools.

2. A questionnaire was designed, validated, and utilized to gather facts and opinions from graduates of PCC.

3. A questionnaire was designed and used to gather opinions of the accounting faculty of PCC.

4. A catalogue review of selected schools in the United States was made in search of ideas toward excellence in accounting education.

5. A model curriculum was constructed along guidelines formulated from a synthesis of the evaluative criteria and the results of the surveys.

Findings

1. Similarities between PCC and other schools were:

    a. inclusion of liberal and specialized objectives.
    b. lack of fifty-fifty balance in liberal and specialized studies.
    c. overcrowded four-year programs.
    d. use of vertical integration of technical and liberal education courses.
    e. observation of proper sequence and articulation of courses.

2. PCC differed from other schools in providing more semester units of electives and in having less breadth of coverage in liberal arts and general business studies.

3. Graduates were satisfied with their college preparation in helping them achieve their personal and occupational objectives.

4. Graduates found useful in their occupations basic accounting courses dealing with principles rather than specialized courses.

5. Responses of faculty and graduates indicated awareness of trends in public accounting.

6. Faculty and graduates preferred specialized undergraduate education that includes CPA preparation.

7. Faculty and graduates were equally divided in the choice of a four-year or five-year undergraduate program.

8. Responses of graduates suggested the following distribution in the curriculum: fifty-one to sixty per cent accounting, twenty-one to thirty per cent general business, and eleven to twenty per cent liberal education.

9. Faculty responses suggested the following distribution: forty-one to fifty per cent accounting, twenty-one to thirty per cent general business, and eleven to twenty per cent liberal education.

10. Faculty and graduates favored inclusion of Electronic Data Processing on the acquaintanceship level.

11. Faculty and graduates did not favor postponement of accounting specialization to the graduate level.

Conclusions

1. In terms of its objectives, the accounting program in the Philippine College of Commerce is fairly successful.

2. The program satisfies the evaluative criteria except that it is over-extended and does not achieve the ideal fifty-fifty balance of specialized and liberal studies.

3. The program is over-specialized when compared to entrance requirements to accounting occupations.

4. Graduates and faculty of PCC are satisfied with the emphasis on specialization.

5. The program needs improvement to meet the emerging needs of the profession.

6. The model curriculum eliminates the major weaknesses of the present curriculum.

Practical Recommendations

1. The four-year model curriculum should be adopted together with the fifth year intended for CPA preparation.

2. Admission requirements need to be set for the proper selection of accounting students.

3. Transfer courses should be provided from the terminal two-year occupational courses to the professional accounting courses.

Research Recommendations

1. This study should be replicated in other campuses and the evaluative criteria should be used in search of an optimum accounting curriculum.

2. The model curriculum should be evaluated through a survey of graduates at least five years from its operation.

3. The model curriculum should be evaluated by comparing student perception at the time of admission and at completion.

4. The perceptions of the accounting faculty and employers of new accounting graduates should be compared as to the ideal college preparation of future accountants.

163. GRAVES, Samuel Monroe (Ph. D.). "Education in the Philippine Islands." Harvard University, 1913. 324 pp.

Source: Eells, p. 121; and Dissertation, pp. 1-6.

Samuel Monroe Graves

Introduction

In the study of educational systems there are always special features which command attention. Education in the Philippine Islands--the subject treated in the following pages, possesses such special features. These phases will be pointed out in the development of the treatise according to the aim of the thesis.

This aim is to give an accurate account of:

1. The Philippine system of education.

2. The importance of education for the Filipinos.

3. The achievement of American schoolmen in the Philippines.

The special fact which this thesis posits, is that the system of education in the Philippines is being developed according to the needs of the people. There are limitations which prevent complete realization of the program, but these limitations do not seriously impair the efficacy of the program as a working scheme.

To understand and appreciate the system of schools in the Philippines requires personal experience in them. It demands actual work teaching Filipino children, superintending Philippine schools, and solving the educational problems which such work presents. Experience helps to make possible correct generalizations; it points out the features of the system which are strong; it also shows those which are weak and need strengthening.

After ten years experience with Philippine problems the present discussion is attempted. Nine years spent in actual service in the Islands as a teacher and superintendent of schools, gives orientation which is fairly accurate. In this thesis I submit data, give explanations, and point out defects. The opinions expressed, I feel justified in believing fair and just. My deductions regarding problems yet to be met, are, I have confidence to believe, based upon correct premises.

Samuel Monroe Graves

A phase of education in the Philippines which impresses one as exceedingly important, is its high degree of centralization. Other significant features are the attention given to industrial work and the differentiation of the subjects of study in the intermediate school. At present this differentiation provides six different courses. It begins with the fifth grade.

To understand the topic in all its relations certain preliminary studies are essential. It is necessary to know something about the concomitant conditions in the Islands that affect the schools, such as climatic conditions and the political situation. One needs to be familiar with the system of schools inaugurated by the Spaniards and the historical development of this system: understanding the transition from Spanish domination to American rule makes plain certain later developments.

Important chapters are those concerning school organization and administration. Administrative officers are studied and their duties enumerated. Study is made of the various schools: elementary, intermediate, and high schools, and also of private institutions. They are investigated for information concerning courses of study, subjects taught, general organization, and adherence to standards. The University of the Philippines is likewise considered and its administration described.

The entire school plant, its buildings and equipment, its financial support, the distribution of its expenditures, is treated at some length. The Filipino himself, his individual characteristics and their manifestation, is not omitted in the discussion. The whole scheme of education must take into account such facts. It must be flexible enough and have sufficient scope and differentiation to permit adaptation to the needs of the people for whom it is planned.

The future development of the Islands, to those who have been working there, is a matter of deep concern. Education will play a large part in this development and will evolve aims and methods in harmony with the changing needs of the people.

One thing to be feared in the future, however, is that the

United States will go too rapidly in granting independence. If this occurs, the efforts of years of hard work and sacrifice will be made ineffectual. Local autonomy is being granted in large measure at the present time. Complete independence, however, at present or in the near future, means disaster.

The influence of the Philippines felt in the United States is not large. Some influence, nevertheless, does find its way across the Pacific. Possibly school systems in the United States may feel effects coming from Manila and learn a few lessons from the system of schools maintained in the Philippines.

The principal references used are publications by the Bureau of Education at Manila and by the Commissioner of Education at Washington. Facts concerning administration and organization have been taken, for the most part, from Bulletin No. 41 because this compilation by the Bureau of Education is the official guide of teachers and superintendents.

Lecture courses and seminars in Harvard University have made possible better appreciation of values. The obligation felt for this help and inspiration is gladly acknowledged.

The first eight chapters of this thesis are largely descriptive: chapters nine and ten give generalizations and outline policies for future development. Many topics, that might profitably be considered at greater length, are necessarily passed over with brief discussions. It is believed, however, that the principal branches of Filipino education are treated with sufficient fulness to meet the aim of the thesis as already set forth.

164. GREEN, Justin Jay (Ph. D.). "Women Leaders of the Philippines: Social Backgrounds and Political Attitudes." Syracuse University, 1970. 387 pp. Source: DAI, XXXI, 11A (May, 1971), 6122-A-6123-A. XUM Order No. 71-10,921.

Justin Jay Green

Equating elites with leaders and defining leaders operationally as decision makers, this study assumes the task of empirically investigating a reputationally located population of important Filipino females. A cybernetic model of decision-making behavior is employed which emphasizes as critical variables the elites' values and attitudes, the social milieu which nourished these and the changing environment in which they operate. The model relates elite decision making to development defined as "the directed aspect of social change."

A group of 145 female leaders was located by a three stage reputational method. The names of the leaders obtained by this method overlapped considerably with positional and honorific lists of women leaders. Of this original group, 122 females were interviewed by trained, experienced Filipino interviewers using two instruments. These consisted in the main of directed questions whose answers paint an in-depth portrait of the leaders' social backgrounds and disclose a selected set of attitudes and behaviors which would lend themselves to comparison with studies of other national elites.

The history of the Philippines is examined to ascertain origins of existing Filipino social structures, the forces that have influenced Filipino attitudes and behaviors, and colonial policies leading to present systems of social stratification. These in turn are related to the status of Filipinas and the frequency with which they appear in critical decision-making roles. The future prospects and problems of Filipinas vis-a-vis these relationships and roles are analyzed.

A thorough analysis of the social background data reveals several important trends. Among these are:

1. The consistently high socio-economic origins of this elite and the persistence with which the data suggest that by social background they are a most traditional elite.

2. A somewhat unexpected indication of decreasing mobility into elite ranks.

3. The acquisition of a set of characteristics including level of education, travel abroad and occupationally specific training that would be expected of a modernizing elite.

This divergent set of characteristics lead the study to conclude that the Filipina is neither of a "traditional" nor a "modernizing" elite. Rather, this group, as measured by social background characteristics, is a hybrid well adapted to the operation of a "multiple" society. Further, the study concludes that the dynamics of elite background do not give cause for optimism vis-a-vis Filipina elites as future modernizers.

A comparison of certain Filipina elite attitudes including low levels of political cynicism, trust, innovativeness, liberalism, and equalitarianism with those of other national elites provides further evidence that the Filipina is peculiarly adapted for leadership in a multiple society. Further her attitudes, behaviors and goals bear little resemblance to those the literature ascribes to power elites in other developing nations. The data suggests that there is little likelihood that the Philippines will, in the near future, under present leadership, become a wealthy, liberal, equalitarian, technological and democratic society in factor spirit.

In the process of analyzing the data, the study purports to have found a causal sequence which explains decreasing level of authoritarianism among some of the respondents. It suggests that some leaders may be resocialized to these lower levels by exposure to less authoritarian cultural systems. In order for the change to occur, it must be mediated by a particular type of personality. The process eventuates in innovative behavior among leaders who possess this kind of personality.

The study notes the difference between modal leadership types emerging during the course of empirical research and leadership portraits obtained by participant observation. The latter kind of data infers somewhat different predictions about the Philippine future.

Last, the researcher suggests that because the study was descriptive, the inferences drawn are not proven relationships but interesting and suggestive hypotheses, requiring further experiment. Further, the research design and the specificity of the sample obtained considerably limit the extent of generalization possible.

165. GROOT, Hans Cornelis (Ph. D.). "Coorientation and Technological Change: Communication Variables in Perceptions of 'Miracle Rice' in the Philippines." University of Wisconsin, 1970. 215 pp. Source: DAI, XXXI, 10A (April, 1971), 5440-A. XUM Order No. 70-22,649.

Agricultural development, though primarily concerned with increasing farm productivity, is essentially a social product--an interactive process which takes place in a social and cultural matrix. Basic to the process are farmers, but other occupational groups are also important.

At the heart of agricultural development is technological modernization. Our interest is in new technology as an outgrowth of problem-solving behavior and in the cognitive and communicative processes related to decision-making--in an effort to understand more fully why some practices are adopted more readily than others.

The study focuses on the cognitions and the interrelationships and interactions between farmers, extension workers and agricultural scientists. Of central interest is the role of the extension worker. Is he--in terms of his cognitions--in a position to serve as an intermediary between farmers and scientists, is he merely a one-way 'messenger', or is he even completely 'outside' of the system? Do the three groups think of the extension service as an intermediary, and does it--in fact--serve in such a capacity?

The tool used to study this relationship is the Chaffee and McLeod coorientation model. It enables us to compare cognitive systems and to determine how the members of one group assess the orientations of members of another group.

The model assumes that each person in a coorienting pair has two distinguishable sets of cognitions: he knows what he thinks, and he has some estimate of what the other person thinks. Regardless of the content of these cognitions, three separate variables can be constructed from comparisons of these sets of cognitions.

One measure, which consists of an objective 'matching' of persons' cognitions is called cognitive overlap. Two special cases of such overlap are agreement and understanding. Agreement involves personal values, while understanding involves relations between objects on specific attributes. A second type of relation consisting of a person's perception of his own cognitions as either similar or dissimilar to other persons is called congruency or perceived agreement. The third relation--one person's estimate of the other person's cognitions--is accuracy.

The major hypothesis is that the extension worker occupies an intermediary position--in terms of agreement, understanding, congruency, and accuracy--between farmers and scientists.

The subjects in this study were 142 farmers and 20 extension workers--both groups, from Rizal Province, the Philippines--and six plant breeders working on the varietal improvement of rice in Southeast Asia. Each of the Ss were asked to coorient--respond for himself as well as estimate the responses of the other two groups--on a number of rice production related variables.

The data are generally in the predicted direction. All three of the coorientation measures provide evidence of the extension worker's intermediary role:

Agreement scores show that the extension worker's cognitions fall between those of the other two groups.

Congruency scores show that his cognitions are perceived by others to fall somewhere between those of farmers and scientists.

Accuracy scores provide indirect evidence of two-way or "diachronic" communication in which the agent serves as an intermediary between scientists and farmers, rather than as one-way messenger carrying messages from the laboratory to the farm.

The study also delved into some of the problems associated with the reporting of varietal information in extension literature. One problem identified concerns the reporting of a variety's performance on specific characteristics, i.e., that such descriptions as "somewhat resistant, relatively resistant," and "rather resistant" to pests and diseases probably are of little value to farmers.

In addition, it was shown that there is little consistency in the reporting of varietal performance on characteristics--both inter- and intra-publication.

166. GUANCO, Nelia Rivera (Ph. D.). "A Descriptive-Contrastive Analysis of English and Tagalog Verbs." University of Michigan, 1963. 181 pp. Source: DAI, XXIV, 6 (December, 1963), *2322*. XUM Order No. 64-818.

This study is a descriptive-contrastive analysis of English and Tagalog verbs. It provides comparable descriptions of the verb structures in the two languages for pedagogical purposes.

The methodology used in the descriptive analyses is based on the theory of tagmemics expounded by Kenneth L. Pike. The procedures employed in the contrastive analysis are modifications of those formulated by Robert Lado.

Based upon the assumption that as a person learns a foreign language, he tends to transfer his native language structures to the foreign language, it was postulated that:

1. Maximum facilitation in learning occurs where a great number of parallel structures exist in the two language systems.

2. Maximum interference occurs where there is a great difference in the structural systems of the two languages, which difference leads to a large number of false correspondences appearing in the native language to compensate for the complexity of the foreign language.

Evidence supporting this postulation was supplied by an analysis of verb errors in some six hundred compositions written by Filipino students.

This evidence also substantiated the view that it is possible to predict a hierarchy of learning difficulty on the basis of a contrastive analysis of two language systems. Categories of ease and difficulty of learning were determined by the following criteria:

1. The degree of equivalence of two given patterns.

2. The nature of and differences in the number of permissible patterns in the two languages.

167. GUIANG, Honesta F. (Ph. D.). "A Comparison of Expressed Values of Prospective Teachers in American and Philippine Cultures." Syracuse University, 1964. 153 pp. Source: DAI, XXV, 2 (August, 1964), 1025-1026. XUM Order No. 64-8853.

Purpose

This study was conducted to compare the expressed values of prospective teachers enrolled in the University of the Philippines and at Syracuse University.

Procedure

A 30-item open-ended questionnaire was prepared which permitted value references in terms of the American people, educated people, people with power, church officials, government officials, the kinds of government, money and taxes, change and improvements, and standards of living. Three forms were used, namely set A which solicited "typical American" responses, set B which solicited "typical Filipino" responses, and set C which solicited the personal reactions of the American and Filipino respondents.

The responses were categorized by two sets of jurors selected from the graduate classes in Educational Sociology and Comparative Education. The categories chosen for analysis were the following:

1. Human Nature Orientation.

2. Man-Nature Orientation.

3. Time Orientation.

4. Activity Orientation.

5. Relational Orientation.

6. Locus of Reponsibility Orientation.

7. Attitude Toward Expressed Values Orientation.

For the analysis of the specific items, the personal responses of the respondents were tallied and the five responses with the most frequency were considered.

Results of the Investigation

On the first category, Human Nature Orientation, the Filipino responses categorized as "neutral" exceeded that of the American responses by a margin of 10 percent. The rank ordering gave the "good" position the top rank while the third rank varied between the "evil" and the "neutral" positions.

In the second category, Man-Nature Orientation, no differences worthy of note were found. The rank ordering placed "mastery over nature" in the top rank followed by "harmony with nature." "Subjugation to nature" had the lowest percentage.

In the Time Orientation category, the majority of the American and Filipino respondents expressed preference for the "present time"; "future time" was the second choice and the "past time" position came last.

In the Activity Orientation, both groups favored the "doing" value position, with the "being" and "being-in-becoming" positions alternating either as second or third choice.

In the Relational Orientation, both the American and Filipino students favored the positions of "individualism," but the American personal reaction responses of 23 percent exceeded the personal responses of the Filipinos by a margin of 10 percent in the "collateral" position. The rank ordering in this particular category for both groups followed the pattern of "individualism">"collaterality">"lineality."

In the category Locus of Responsibility, for welfare, both the American and Filipino students were agreed on the emphasis on the "individual." The "government" and "church" value positions were chosen by a minority of the respondents. The rank ordering followed the pattern of "individual">"govermment">"church."

In the Attitude Toward Expressed Values Orientation, no differences were noted except in the rank ordering of the value positions. The "approved" position was favored by both groups while the "neutral" and "disapproved" positions varied in being the second and third in rank.

In the analysis of specific items, both groups were agreed on the condemnation of communism and ultimate triumph of democracy. Both groups advocated "honesty," "integrity," and "attention to duties" for the government officials. Taxes were regarded by both groups as necessary. The responses toward money showed a growing awareness among the Filipinos of the expanding use of money. Both groups expressed acceptance of change as a means to improve conditions. Both groups revealed their desire that improvements be made for the benefit of the majority. With respect to the standards of living, it was evident that the Americans were aware of their high standard of living, but were at the same time concerned about the low standards of living existing in other parts of the world. The Filipinos likewise expressed their desire to raise their own standard of living in the Philippines.

Conclusions

Striking similarities were evident in the values held by both the American and Filipino students enrolled in the teacher education programs in the University of the Philippines and at Syracuse University. Since schools have been the principal means for American influence to permeate Philippine society, it seems reasonable to conclude that the American educational system which has functioned for more than half a century in the Philippines has succeeded in establishing a value system among Filipino students almost identical with that of the American students.

168. GUIANG, Pedro Graza (Ph. D.). "The Service Load of Secondary School Teachers in the Philippines." University of Washington, 1934. 132 pp. Source: Eells, p. 121; and University of Washington, ABSTRACTS OF THESES, II (1937), pp. 461-466.

The last few years of secondary education in the Philippines have ushered into the foreground new problems and difficulties in secondary-school organization and administration. The almost incredible expansion of our secondary institutions has thrown into bold relief one of these problems, namely, the problem of fitting and evolving a quantitative measure of the work of the teaching staff in our secondary schools and the proper assignment of our secondary-school teachers in order to avoid flagrant injustice to certain individuals or departments and in order to utilize to the fullest extent the benefits to be derived from the financial resources that are now considered over-taxed in the support of our secondary schools. This expansion for a period of twenty years may be seen in Table I.

TABLE I

Growth in the Annual Enrollment in Secondary Schools from 1911 to 1931

Year	Annual Enrollment	Per Cent of Increase Over Previous Year
1911-1912	4,109	---
1915-1916	9,099	121
1920-1921	19,092	109
1925-1926	55,156	188
1930-1931	80,940	47

The scope of the study includes an analysis of:

1. The social composition of the teaching staff.
2. The administration of personnel.
3. The service load of the secondary school teachers.

The social composition of the teaching population is studied under the following headings:

a. Distribution of personnel as to sex.
b. Distribution of personnel as to educational qualifications.
c. Distribution of personnel as to experience.
d. Distribution of personnel as to salary.

The following problems are considered in the administration of the teaching personnel in the secondary schools:

a. Sources of supply of secondary-school teachers.

b. The educational attainments of secondary-school teachers.

c. The teaching preparations of secondary-school teachers.

d. The teaching assignments of secondary-school teachers.

e. The number of secondary-school teachers who are assigned to teach their majors only.

f. The number of secondary-school teachers who are assigned to teach their minors only.

g. The number of secondary-school teachers who are assigned to teach both their majors and minors.

h. The number of secondary-school teachers who are fully prepared, partly prepared and not prepared at all to teach their teaching assignments.

i. The number of secondary-school teachers whose assignments are their major subject, their minor subject, or neither their major nor minor subjects in college.

j. The supply and demand of secondary-school teachers.

Many problems are presented in the analysis of the service load of secondary-school teachers:

a. The different measures of teaching load.

b. The average time spent by teachers in the various curricula.

c. Comparison of the different subjects in the various curricula with regard to the amount of time spent for the subject.

d. Comparison of the distribution of time in the various activities in the various subjects in the different curricula.

e. The relative importance of the various activities in terms of the frequency in the various subjects in the various curricula.

f. The relative importance of the various activities in terms of the time spent in the various subjects.

g. The effect of a single preparation upon the amount of time spent for the subject.

h. Time-weights in the various subjects in the various curricula.

i. The relationship between service load and experience.

j. The relationship between salaries and service load.

k. Some administrative implications of the study and results of the study of the service load of secondary-school teachers.

In the selection and treatment of data, special attention is given to the service load of those teaching academic subjects. For this reason those teachers whose assignments do not in any way involve academic work are not included in the portion of the study which aims to evaluate the problem that has to do with the proper placement of secondary-school teachers. In other parts of the study all teachers who responded to the questionnaire are included.

The answers of teachers which contained items that could not be classified in accordance with the criteria set up in the study are eliminated. For this reason, it will be noted that in certain portions of the study, the number of secondary-school teachers is less than the actual number of secondary-school teachers now in service.

The findings of the study may be summarized as follows:

1. There has been a constant increase in enrollment in the secondary schools from 1911 to 1931.

2. The number of women classroom teachers has increased from 1924 to 1931. The number of women principals has, however, decreased from 1926 to 1931. The teaching positions in our secondary schools are being rapidly Filipinized.

3. There has been a constant improvement in the professional qualifications of secondary-school teachers from 1925 to 1930.

4. The teaching profession is a fairly stable profession, if stability may be judged by the fact that only eleven per cent of the teachers have less than one year of experience in teaching.

5. The salary of Filipino classroom teachers ranges from 559.92 to 2,533.08 pesos, while American classroom teachers' salaries range from 3,000 to 4,500 pesos a year. American principals' salaries range from 3,000 to 4,500 pesos a year, while Filipino principals' salaries range from 1,806 to 4,200 pesos a year.

6. Secondary schools draw their teaching staff from twenty-four different institutions in the Philippines, in the United States, and in Europe.

7. The degrees held by secondary-school teachers show that a number of our secondary-school teachers accidentally stumbled into the teaching profession probably for the time being. These teachers ought not to be in the profession. There is no justification and fairness in employing and retaining them when others who have definitely chosen teaching for a life career are not given positions.

8. There is a large number of teachers handling subjects or combinations of subjects for which they are not at all prepared.

9. The choice of major and minor studies in college has not been scientifically guided by the faculties in the institutions that have prepared teachers for our secondary schools.

10. There is evidence to support the assertion that many of our teachers are misplaced. They are assigned where they are not needed.

11. A large number of secondary-school teachers are college undergraduates. This number offers a target of criticism from outsiders.

12. There is an oversupply of teachers in education, economics, biology, and an undersupply in English, physics, history, mathematics, and library science.

13. Secondary-school teachers perform a large number of duties, among which are duties that are not directly connected with school work.

14. The relative importance of the various activities, on the basis of frequency and amount of time, shows that some activities are more important than others and that those most important are generally the same in all departments in the various curricula.

15. The teaching load of teachers varies in the different curricula. The norm is eight hours and forty-seven minutes or nine hours in round numbers per day.

16. Teachers in the different departments vary in the amount of time they devote to the various activities. This variation lies in preparation, routine, student relations, extra-curricular activities, and work of special nature and not upon the number of teaching periods.

17. The relative standing of the different departments in terms of the number of hours of load are: history and government, English, physics, general science, economics, biology, civic science, and mathematics.

18. There is a decided relationship between the number of different preparations and the teaching load.

19. Teachers in the academic departments in secondary schools are overloaded. This overload ranges from two hours to four hours and thirty minutes per day.

20. The service load of men teachers is slightly heavier than that of women teachers.

21. There is very little relationship between salary and service load. This is expressed by the coefficient of correlation, r=.3025.

In the interest of an improved system, the following recommendations are made:

1. Improvement in Teachers' Qualifications. It has been shown that there is an appreciable number of undergraduates on the teaching staffs of our secondary schools. These undergraduates may have many years of successful teaching behind them. Nevertheless, from the point of

view of professional sufficiency, the presence of these teachers is a misnomer. There is no consistency in the position of one demanding that teachers should be properly and adequately trained and allowing undergraduates, nay, even teachers of secondary attainment, to be retained in the service. The practice of trying to remedy the situation from the top by employing only those who are properly trained is a long and tedious process and does not strike at the root of the problem. As a general rule, the teacher who is not adequately trained will stick to his job because no other possibilities are open to him; while the highly trained and qualified teacher who is not satisfied drops out and seeks a better paid job. In other words, unless the water in the stagnant pool is stirred, the sediment which has peacefully rested on the bottom remains there, unmindful and ignorant of the bustle in the outside world.

2. The Teaching Assignments of Secondary-School Teachers Need to be Reorganized. The data in the study have shown that a large number of our secondary-school teachers are not properly assigned. It has been shown that many of them are assigned to teach subjects or combinations of subjects for which they are not prepared. While this situation cannot be satisfactorily remedied in the small high schools, there is no justification for such a situation in a large high school where departmental methods of teaching can be followed. There is strong evidence to support the conclusion that teachers were assigned to schools where their particular preparations were not needed. In order to be fair to all parties concerned, there is a need of a general shifting of teachers in order to alleviate this situation. The fundamental consideration in the assignment of teachers should be the needs of the service and not the personal preferences of the applicants.

3. The Need of Scientific and Accurate Teacher Accounting. It goes without saying that if teachers are to be properly placed and the field is to be properly served, systematic, accurate, and scientific teacher accounting must be developed. The service department of the bureau should be properly charged with this task and should be familiar with actual needs. Unless this is

done, the peak of maximum efficiency in teaching can never be reached, and wastes which result from improper placement can never be avoided. In time of needed economics there should be a constant study of present needs in order that they may be properly filled.

4. Cooperation Between the Bureau and the Different Teacher-Training Institutions. There is a need of close cooperation between the bureau of education and teacher-training institutions in the guidance of prospective teachers in the selection of major and minor studies in college. This guidance will greatly reduce the dead timber now extant in the field. There is also a need of limiting the enrolment in teacher-training institutions on the basis of future as well as immediate needs. The surplus of Bachelor of Science in Education graduates seems to be beyond the possibility of immediate absorption.

5. Equalization of Service Load. The data with regard to the activities of secondary-school teachers reveal the fact that teachers perform a large variety of activities which bring the teacher from the school into contact with society. This means that teacher-training institutions need to take note of the changing activities and duties of secondary-school teachers in planning needed enrichments of their curricula.

   The overload of secondary-school teachers ranges from two to four hours and thirty minutes a day. If teachers' loads are to be equalized the basis should not be the number of teaching periods because this is not the source of differences in load. Equalization should be based upon the amount of time that is devoted to preparation, routine, student relations, extra-curricular activities, and work of special nature.

6. The Number of Different Preparations Should be Minimized. It was demonstrated that the maximum number of different preparations which can be given to a teacher so as to secure consistent work is six periods with one to three different preparations. Teachers who are given six periods with more than three different preparations tend to be more lax in their work. This was shown by the wide fluctuation in the

amount of time devoted to school work. It is suggested, therefore, that secondary-school teachers should be given six periods with not more than three different preparations.

169. GUIDOTE, Caridad C. (Ph. D.). "The Intellectuals and the Problems of Development in the Philippines." Université De Paris V (René Descartes), 1973. 592 pp. Source: DAI, XXXVI, 7A (January, 1976), 4804-A. XUM Order No. 75-29,791.

The Philippines stands within the framework of a Third World which is supposed to have emerged from colonialism but in reality remains neocolonial, exploited by monopoly capitalism, and is carried along the strong current of a world nationalist movement. The country finds itself, during the Second Development Decade, in the throes of the decolonization process and the struggle for the universal rights of man.

Remaining in the background, the author presents the contemporary problems of the Philippines in a historic perspective which covers four centuries of foreign domination: from the Spanish colonization-evangelization of 1565 to the proclamation of martial law in September, 1972.

The First Part describes the colonial and neocolonial situation of the country.

1. It draws the profile of the Spanish regime saddled with a "civilizing Church" from 1565 to 1898.
2. It analyzes the "benevolent" American hegemony from 1898 to 1946, as well as American neocolonialism since 1946.
3. It explains the neocolonial policy of free enterprise prevailing in the "Third Republic of the Philippines."

The Second Part presents the politico-military, socioeconomic and cultural problems deriving from an oppressive and violent situation.

In the Third Part, eight (actually seven) Filipino intellectuals study the Philippine reality. Two Communist analyses (by Jose Maria Sison and Amado Guerrero) pinpoint American imperialism as the principal contradiction in Philippine society and opt for a protracted people's war as its basic solution. The studies of two non-sectarian patriots (Claro M. Recto and Renato Constantino) call for the spirit of nationalism to defeat American imperialism before positive construction for national progress can be undertaken. The ideologies of three Christian intellectuals, while recognizing the fact of American neocolonialism, propose as initial solution parliamentary means, especially popular suffrage. Salvador Araneta aims at "Capitalism with a conscience"; Raul Manglapus envisages Christian humanism as the "Third Force"; Jeremias Montemayor seeks to attain "Social Justice" by means of the education and organization of peasants and workers. Father Edicio de la Torre points to the necessity of a united front among Christians, Maoists, Moslems and the ethnic minorities in order to obtain their liberation from the structures of violence established through the course of centuries by the State and the institutional Church.

If, according to the intellectuals whose studies are presented here, Philippine underdevelopment is rooted in imperialism, the development process must begin with national and social liberation. And the fact of martial law is seen as a plot to reinforce American imperialist structures in Southeast Asia. It is asked whether, within the context of contemporary events, the Philippines has not become another Vietnam.

The radical and militant conclusion which follows from this study indicates the great problem that the Filipinos of today must confront: Can they, an oppressed people seeking an authentic development, change their present dominated, capitalist condition in order eventually to create a liberated, socialist country with a tradition that is basically expressive of their national identity? The answer can come only from the masses, for only they can liberate and reconstruct the Philippines.

Artemio Ramos Guillermo

170. GUILLERMO, Artemio Ramos (Ph. D.). "A Readership Survey of Taliba, A Philippine Newspaper." Syracuse University, 1972. 668 pp. Source: DAI, XXXIV, 3A (September, 1973), 1306-A-1307-A. XUM Order No. 73-19,815.

The purpose of this readership survey is to gather general information about the characteristics, opinions and attitudes of readers of Taliba, a newspaper in the Philippines. Taliba, which means "Sentinel," is a Tagalog language daily which traces its beginnings to pre-World War II days.

Taliba did not keep pace with the postwar growth experienced by the English dailies. Up to 1966 Taliba had an average circulation of about 19,000. In 1967 Taliba went through a complete change in format and writing style. Its most radical innovation was the introduction of colloquial Tagalog in its copy. Public reaction to the new Taliba was highly favorable as evidenced by the dramatic rise in circulation, which reached a peak of 200,000 in 1969.

No readership study had been done on any Tagalog language newspaper. At the request of the executive editor, this survey was conducted to provide baseline demographic and opinion information about Taliba's readers. The study used the Standardized Community Survey for Newspapers developed by the Communication Research Center of Syracuse University. The questionnaire, translated into Tagalog and tested for use in Greater Manila, was sent out to 450 subscribers of Taliba who were randomly selected from each of the newspaper's six delivery districts. Delivery and collection of questionnaires was done by an independent agency. A response rate of 89.7 percent was obtained.

About two-thirds of Taliba's audience have the following characteristics: they are married males, age 25-44, with a high school or college education. They have lived in their present community from five to twenty years; they rent their homes, which are occupied by more than three adults and more than three children. They are in the lower and middle income groups, and range in occupation from manual laborers to technicians, from self-employed small proprietors to clerks and government employees.

Items of high interest are opinion columns, editorials, news about youth activism and the constitutional convention. Items which turn readers off are materials related to sex and crime.

Taliba readers consider its outstanding assets to be its graphic arts and clarity of writing. They prefer newspapers as the principal media and Taliba as the particular medium of information for and about the community. There is a high level of media ownership among Taliba readers; most of them own one television set and a radio, and subscribe to at least one other newspaper; a third also take a magazine. There is an indication of relationship between the level of media ownership and educational attainment, and also between higher education and print subscription.

Newspapers were rated with the highest credibility among various community organizations, and also the media with the most believable advertising. Almost all copies of the Manila dailies received are also read; the pass-on rate is an average of 4.3 readers per copy with Taliba highest with 5.2 readers.

This study is the basis for recommendations to the publisher of Taliba, including enhancing its leadership potential by increased editorial stance, focusing public attention on issues considered critical by its readers, developing special interest sections for students, women, and less educated groups, and increasing advertising linage and home delivery circulation.

Some of the major areas recommended for further research include a content analysis of Taliba, development of a readability formula for Tagalog, and a nation-wide readership survey using this study as the model.

H

171. HABITO, Celestino Pabello (Ph. D.). "Development of an Adult-Farmer Education Program for the Philippines." University of Minnesota, 1958. 380 pp. Source: DAI, XIX, 4 (October, 1959), 722. XUM Order No. Mic 58-3534.

Purposes

1. To prepare suggestions for the development of an adult-farmer education program for the Philippines designed to increase the proficiency of Filipino farmers.
2. To prepare suggestions for the pre-service and in-service training of Filipino agriculture teachers designed to provide qualified instructors of adult farmers.
3. To formulate proposals relative to the administration and supervision of an adult-farmer education program in the Philippines.

Procedures

With the use of the most recent available publications and documents relevant to the problem, an extensive review of the various situations currently obtaining in the Philippines pertinent to this study was made. An intensive investigation of the adult-farmer education program in the United States was undertaken with the use of available literature. Particular focus was directed at the practices of reportedly successful teachers in the organizing, conducting, and evaluating of adult-farmer classes.

Findings

Since 1907 the agricultural education program in the Philippines has developed extensively on the elementary, secondary, and college levels. However, a tremendous technological lag still hampers the efforts to enhance the development of Philippine agriculture. This situation is reflected in the widespread low average yields of crops and the recurrent shortages in staple foods.

Although the Filipino farmer is now in a position to partake of numerous advantages not available to him only five years ago, there are still a number of serious deterrents residing within both the environment and the farmer himself which influence agricultural development adversely. The environment of the Filipino farmer has, however, improved much during the last five years as a result of a progressively successful community development program.

Recommendations

On the basis of the findings, the following recommendations have been offered:

1. A reorientation of the philosophy, objectives, and guiding principles of the agricultural education program in the Philippines with a view of giving a heavy emphasis to the vocational agriculture education of adult farmers.

2. Institution of adult-farmer instruction in all farming communities as an integral part of the community school's educational program.

3. A continuous in-service training of agriculture teachers towards effective adult-farmer instruction as a joint cooperative undertaking of the Bureau of Public Schools and the agricultural colleges engaged in the training of agriculture teachers.

4. The use of an advisory council built around the Barrio Council in the organizing, conducting and evaluation of agricultural instruction in the community.

5. The use of the farm management approach in the teaching of adult farmers.

6. Recognition of the need for utilizing evaluation as a continuous process from the planning stage through the last phase of adult-farmer instruction and as a process jointly participated in by the learners, the

advisory council, the teacher, and other interested community groups.

172. HART, Donn Vorhis (D.S.S.). "Barrio Caticugan: A Visayan Filipino Community." Syracuse University, 1954. 797 pp. Source: DAI, XIV, 12 (1954), 2177-2178. XUM Order No. 10,075.

Barrio Caticugan, A Visayan Filipino Community is an anthropological community study made in 1951 of a *barrio* (village) of Christian Filipinos located in Siaton municipality, Negros Oriental Province, Negros, Philippines. The writer lived in the locality for nearly one year; the research was made possible by a Fulbright Fellowship. Research was directed mainly toward the study of the technology of the barriofolk who live in an agricultural community that the writer believes is fairly typical of *Cebuano* Filipinos. The research results are presented in nine chapters.

Chapter I (INTRODUCTION AND TECHNIQUES) describes how and why the *barrio* was selected for investigation and the various techniques employed to obtain information.

Chapter II (THE CULTURAL LANDSCAPE OF NEGROS) sets the *barrio* and Siaton municipality within the general geographic and cultural framework of Negros Island. Such factors as climate, soils, vegetation, land use patterns, transportation facilities and population growth of Negros are discussed; the focus is on the relationships of Caticugan to the island as a whole.

Chapter III (THE HISTORICAL MOULD) is a history of Negros built around a manuscript history of Siaton that was written by a Siaton resident. This chapter deals with the Spanish settlement of Negros, Moro raids, local messianic disturbances, founding of Caticugan, Filipino revolutions, rise and fall of the Negros Republic, and the American and Philippine Republic periods.

Chapter IV (THE PRACTICE OF AGRICULTURE) discusses *caingin* cultivation and lowland rice and corn agriculture. Minor crops are described and detailed analyses are made of land preparation, planting, field care, and harvest methods. The "cash" crops of the community, *guhang* (a local alcoholic beverage) and *copra*, are discussed. The relationships of agriculture (and all other activities) to the people's concept of unseen spirits (*encangtos*) is described and analyzed along with the local reinterpretation of Catholicism. Agricultural extension activities in the municipality are described and certain recommendations for their improvement offered.

Chapter V (INHERITANCE, TENANCY AND CREDIT) presents the inheritance patterns of the barriofolk
itance rights of illegitimate and adopted children, etc.); land as a source of conflict within the community, and tenancy problems in Caticugan, are described. Tenancy agreements are usually within the law, although infractions do occur, and tenant-landlord relationships harmonious. Various sources of credit (Chinese and Filipino) available to the barriofolk are described.

Chapter VI (HUNTING AND FOOD GATHERING) discusses the role of hunting (wild boars, birds, etc.) and food gathering (roots, vegetables, fruits, etc.) in the economy and daily diet of the people. Detailed attention is given to sources of food (snails and fish) obtained from the Siaton River. Associated practices connected with hunting are described, e.g., food offerings to the spirit "owners" of wild animals, etc.

Chapter VII (SECURING AQUATIC PRODUCTS) discusses the "big business" of the municipality--fish corrals. Other methods of catching pelagic fish--fish traps (*bobos*), nets, hook and line fishing, piscicides, etc.--and boat types used are described.

Chapter VIII (MY NIPA HUT) presents data on the types of dwellings built by the barriofolk, materials used, methods of construction, furnishing, and associated practices.

Chapter IX (*BARRIO* HANDICRAFTS) discusses pottery, *abaca* weaving, *buri* plaiting, basketry and wood carving in Caticugan. Most handicrafts have disappeared or are declining; the reasons for the state of local handicrafts are analyzed. An agricultural rite, the dulot, was selected in order to study culture change occurring in the Siaton River valley. The distribution of this rite, its purpose and changing nature as one approaches Caticugan were analyzed.

All data point to the conclusion that Caticugan is a community in transition. The people's village, once largely self-sufficient, is becoming increasingly dependent on outside products. Bartering activities of the past are slowly being replaced by an expanding money economy. Yet the transition from the past to the present is far from complete; the land and sea is believed to be inhabited by unseen spirits that must be placated or honored whereas Catholicism has been reinterpreted through retention of pre-Hispanic beliefs. Agricultural methods and extension activities are primitive, illustrating why Philippine crop production and rural living standards are so low.

173. HARVEY, Susan Kay (Ph. D.). "A Psycholinguistic Model of Political Culture." University of Hawaii, 1968. 150 pp. Source: DAI, XXIX, 6A (December, 1968), 1930-A-1931-A. XUM Order No. 68-16,944.

This dissertation focuses upon, and attempts to illustrate the utility of, a psycholinguistic model for the study of political culture. It is concerned primarily with language and the meaning attributed to political concepts. Rejecting contemporary conceptualizations of political culture, this dissertation instead utilizes the theory and method of representational mediation and semantic differentiation developed by psychologist Charles Osgood. Specifically, the dissertation is concerned with how individuals from two different political and linguistic communities--the Philippines and the United States--think and feel about political life within the context of their own native languages.

The study is based upon one group of 57 Filipino college students and one group of 47 American college students.

Each student was asked to differentiate 23 socio-political concepts along 14 adjective-pair scales, the American students in English and the Filipino students in Tagalog. The resultant data were applied to and tested in the psycholinguistic model of political culture. The model of political culture utilized has three component parts: cognitive mapping, the way in which individuals cluster political stimuli (in this case political concepts); cognitive response orientations, the way in which responses to political stimuli cluster; and cognitive saliency, the degree to which responses to stimuli are extreme or highly affective. The first two aspects of the model were interpreted through the use of factor analysis and comparison.

Cognitive mapping was found to be highly similar for both populations. Five similar factors emerged for each sample:

1. A political morality or myth factor.

2. A political and social order factor.

3. A political violence or illegitimacy factor.

4. A political power factor.

5. A factor of uncertain character, characterized only by loadings of the concepts Philippines and Colony.

These dimensions of cognitive mapping were found to be highly similar in pattern, but dissimilar in magnitude. The primary cognitive mapping factor for the Filipino students was the political morality or myth factor while the primary factor for the American students was the social and political order factor.

Six factors emerged for the response orientations of American and Filipino college students, five of which were nearly identical for the two samples:

1. Political evaluation
2. Political familiarity
3. Political stability
4. Political activity
5. Political dynamism

Two factors were not comparable: a modernity factor in the Filipino factor structure, and a simplicity factor in the American factor structure. General results were similar to those found in other semantic differential studies, with evaluative, potency, and activity factors of response orientation emerging, but other significant factors were also found, most notably the political familiarity and political stability factors.

The analysis of cognitive saliency indicated that abstract, myth oriented concepts were the most salient for the two samples, and that the most meaningful political objects in both cultures were those characterized by strength, maturity, nearness, calmness, stability, justice, and goodness.

In conclusion, the dissertation suggests that the psycholinguistic model of political culture be used by political scientists for large-scale studies of political culture--to describe the political cultures of societies, as well as to compare and contrast political cultures, and to search for underlying themes which characterize the political cultures of many polities.

174. HAYDEN, David Lee (Ph. D.). "Factors of Intelligence of College Students in the Philippines as Determined by the Otis Quick-Scoring Mental Ability Test, Gamma, FM, and the Measure of Intellectual Maturation." Catholic University of America, 1968. 145 pp. Source: DAI, XXIX, 11A (May, 1969), 3874-A-3875-A. XUM Order No. 69-8885.

Purpose

The general objective of this study was to determine whether the Measure of Intellectual Maturation (MIM), a test constructed in the Philippines, measures the same mental functions as the Otis Quick-Scoring Mental Ability Test, Gamma, Fm (Otis Q-S Test). The specific problem was threefold: to ascertain:

1. The reliability and validity of the MIM and the Otis Q-S Test.

2. The constancy of the MIM over a period of three years.

3. The minimum number of factors to account for the observed correlation between the two tests.

Procedure

The tests, administered to 801 men in a private college in the Philippines, were machine scored and their results recorded on IBM cards. To determine reliability and validity, correlation coefficients were computed. The MIM constancy was determined by the quartiles and means of changes in scores while the factorial patterns in the two tests were extracted and identified by the controid method of factor analysis and the varimax rotation.

Results

Results by the odd-even method showed high reliability coefficients for the MIM and the Otis Q-S Test (.91-.90). For a selected sample of the MIM, the test-retest method gave lower coefficients (.67-.57). The validity coefficients of both tests and academic average differed considerably for students grouped by age, college major, class and department. These coefficients ranged from .03 to .60. Less variability appeared when validity coefficients were calculated for individual academic subjects (.09 to .48). The MIM scores over a one, two, and three year period indicated irregular and unexpected variations. Of the five factors extracted, verbal comprehension and associative memory factors were common to both tests. Inductive reasoning and deductive reasoning factors were peculiar to the MIM and the language factor was special to the Otis Q-S Test.

Conclusion

This study indicates that both tests can render distinct service in solving a number of administrative and educational problems. Recommendations included the further investigation into the factorial content of academic success and the replication of this study using college women as subjects.

175. HEFLIN, Clyde Everette (Ed. D.). "Teacher Education for Philippine Democracy: Plans to Be Used as a Guide in Developing at Silliman University a Program Designed to Educate Teachers for Leadership in the Movement to Make the Schools of the Philippines Better Serve the Needs of Their Communities." Teachers College, Columbia University, 1946. 227 pp. Source: Eells, p. 121; and Dissertation, pp. 214-218.

Conclusion

Space has permitted little more than an outline in this final chapter of those procedures that are of strategic importance, with here and there a more detailed description for the purpose of demonstrating the democratic and developmental procedure upon which the whole project is predicated. The aim has been to present sufficient data to indicate the focus, range, and vitality of the Silliman effort as well as some of its significant ramifications and possibilities.

Prediction of the ultimate outcome of the project is precluded by its very nature. These may prove to be long-term plans. The essence of the project is a planning process whereby the College in question may move in the direction the University has decided to go. The plans do little more than suggest guide posts for the adventure.

It is believed that there is no need of multiplying the present administrative machinery. In fact, in time it may appear that some of its parts which have been useful in days gone by can now be scrapped in the interest of simplification and clarity. An unambiguous process, clearly understood by all, is essential. This may prove to require simplification. But, for the time being, the Central Planning Committee working within present rules and regulations and through existing channels is thought to be ample for current needs, with no additional building or scrapping. This planning process, along with all other processes and procedures, will be subjected to constant evaluation, and inadequacies can be corrected as they appear.

Above all else, it is imperative that all concerned have in mind the central dynamic of this entire reconstruction program. It is this: continuous joint student-staff planning and evaluation of the total teacher-education curriculum and of the program and development of each student--all within the evolving frame of reference. Participation by all students, especially those selected for the parallel program, in all phases of the life and curriculum of the College and cooperative planning and evaluation constitute the dynamic. This process--student participation, planning, and evaluation, in cooperation with the faculty--is the _sine qua non_ of the plan. Give each student selected for the demonstration an adviser. Bring students and advisers together in appropriate seminars. Place student teaching in its proper location--at the center. Build all necessary units around student teaching. Use the general and specific lists of leadership qualifications, expressed in operational terms, in selecting the elements and concomitant experiences and in evaluating the total curriculum and the work and development of each student. This, in brief, is the plan.

Reconstructing the curriculum involves at least the elimination of much dead or relatively useless material, the introduction of new material for which the need has been discovered, the reshuffling and reallocating of the various units, and the infusing of the whole with the spirit of challenge and zest.

The Role of Leadership

In all of this planning, the candidate has worked so closely with the president of the University and the dean of the Graduate Division that he wonders whether he has a grasp of the needs and means of supply that is commensurate with theirs. In fact, he knows that he does not have. These officials have already returned to Silliman. This program is going forward. There are many others on the Silliman faculty as well informed and as enthusiastic as they for reasonable reconstruction along the lines laid down in this project. Likewise, teachers and administrators of nearby public schools and officials of the local and national educational system and local and national officials of community-serving agencies, as well as numerous key people of the community stand ready and equipped to do their part in helping to increase the outreach of the University into the life of the community and the nation.

While the candidate was interned during the war and cut off from all contact with Dumaguete the work of establishing community-centered schools went on. Some refugee families from Silliman were forced to move as many as sixteen times in the mountains, but at each new location, in defiance of peril, some sort of community education was started. The writer is eager to get back to Silliman. But if he never got back, and if the personnel never saw this project report, the enterprise of developing at Silliman a program to educate teachers for leadership in the movement to make Philippine schools better serve the needs of their communities would go forward.

Reconstruction at Silliman is animated by no other desire than that of building a teacher-education program that will supply the needs and satisfy the worth aspirations of the Filipino people and of sharing the resources of the University as widely as possible in the upbuilding of the community and nation.

President-Elect Manuel A. Roxas, facing the coming of independence, was quoted as saying:

> A great colonial experiment is reaching fulfillment. The ideals which our nation has dreamed of and fought for during half a century are about to be realized. The significance to our two nations is large. The task now is to make the rest of the world realize what a policy of international unselfishness can do for civilization.

Silliman was founded almost at the beginning of this "great colonial experiment," has played no mean role in bringing it to fruition, and after it has reached its fulfillment, and especially then, Silliman, rising from the ashes of war with the Philippines in general, will face the challenge of this new day with a program which is designed to strengthen the social, economic, political, and spiritual foundations of the new nation.

176. **HERNANDEZ**, Dolores F. (Ed. D.). "Developing Needs of Science Education in the Republic of the Philippines." Indiana University, 1960. 257 pp. Source: DAI, XXI, 4 (October, 1960), 821. XUM Order No. Mic 60-3002.

The disparity between the level of living of Western countries and of economically underdeveloped areas in the East has centered attention on the use of science for raising the level of living of the people in underdeveloped areas. This and recent developments in science have aroused a general interest in science and science education in the Philippines. The main assumption made in this study is that science education could contribute to the solution of social problems, many of which are interrelated with the low plane of living of a people.

The Problem

The problem of this study was to find directions for science education in the Republic of the Philippines based on analyses of the role of science in the modern world and the interacting relations of science and Philippine society, and on considered practices and opinions in the field of science education in the Philippines and abroad.

The Procedure

To determine the directions that science education should take in the Republic of the Philippines, five main questions were posed and answered:

1. What is the role of science in the modern world?
2. What are the interactive relations of science and Philippine society?

3. What should constitute the characteristics of a science education program and of considered practices and opinions in the field of science education?

4. What are the weaknesses and insufficiencies of the science education program in the Philippines?

5. What directions should science education take in the Philippines?

Major Findings

The analysis of the role of science in the modern world revealed that science includes both a body of scientific knowledge and a mode of thought. It also revealed the interactive relations of science and society in the past as well as in the present. The examination of the interactive relations of science and Philippine society disclosed that there are certain values in the cultural life of the people that tend to hinder the progress of science in this society. The potentialities that science holds for this society, and for the welfare of the people, and the present utilization of science in the country were also revealed by this examination. In the light of the foregoing considerations, i.e., the nature of science and its interactive relations with Philippine society and of considered opinions and practices in the field of science education, the science education program in the Philippines was critically examined. Insufficiencies and weaknesses of the program were found in five main areas:

1. The major goals of science education.

2. The scope of the science education program.

3. The use of science education for promoting individual and public welfare.

4. The training of specialists and technicians.

5. The teacher education programs in science.

The needs in each of these areas were identified, and recommendations to meet these needs were advanced.

Dolores F. Hernandez

Conclusions

The following were the general conclusions of the study:

1. The major goals for science education in the country should be formulated. These goals should consider the nature of science and the nature of society.

2. There should be a re-examination of those cultural values which tend to hinder the progress of science in Philippine society.

3. A broad view of the science education program should be extended. This view should include science in the schools, in colleges and universities, and in the community.

4. Science education should be concerned primarily with promoting the individual and the public welfare. A major implication of this goal is the use of science and science education to uplift the level of living of the vast majority of the people.

5. There should be greater coordination between the schools and government agencies and world organizations that are working toward the same end of uplifting the level of living of the people.

6. Science education should also be concerned with the education of specialists and technicians, particularly those types which Philippine society needs.

7. The teacher education programs in science should be improved.

177. HERRADURA, Elma Sison (Ph. D.). "The Ideals and Values of Filipino Adolescents." University of California, Berkeley, 1962. Source: Cordasco and Covello, p. 18; and Dissertation Table of Contents.

TABLE OF CONTENTS

Page

List of Tables . . . iii

CHAPTER

I THE STUDY, ITS RATIONALE, ITS METHOD, AND HYPOTHESES 1

- A. Introduction 1
  - 1. Need for Studying Ideals and Values . . . 1
  - 2. Rationale for the Present Study 4
  - 3. Major Assumption of the Study 12
- B. The Validity of the Composition 12
- C. Hypotheses 19
- D. Delimitations 20
- E. Summary of the Chapters That Follow 21

II PREVIOUS STUDIES AND RELATED LITERATURE AND DISTINCTIVE FEATURES OF THIS STUDY 22

- A. Previous Studies 22
- B. Related Literature 36
- C. Distinctive Features of This Study 39

III PROCEDURES 42

- A. Sampling Plan 42
- B. Cultural Background of the Subjects of This Study 45
- C. Method of the Survey 49
- D. Procedures of Analysis 51

    1. General Description of Socio-Economic Groups 53
    2. Principles of Categorization 56
    3. Reasons for Excluding Some Compositions 66
    4. Statistical Procedures 67

IV FINDINGS ON IDEAL PERSONS 68

  A. Acquaintance Ideals 68
    1. Relations and Non-relations 77
    2. Agemates 81
  B. Remote Ideals 83
    1. Historical and Contemporary Figures . . 83
    2. Glamorous Characters 86
    3. Imaginary Composite Characters 88
  C. Religious Figures 90
  D. Ideals Chosen Among Members of the Opposite Sex 91
  E. The Influence of Socio-Economic Status on the Choice of Ideal Persons 97
    1. Comparison Between the Lower and Middle Classes 99
    2. Comparison Between the Lower and Upper Classes 105

V FINDINGS ON VALUES 109

  A. Undifferentiated goodness and altruism to the student and his/her family. 111
  B. Value No. 2 115

C. Most Frequently Mentioned Traits 116

D. Least Frequently Mentioned Traits 117

E. Significance of Differences Between Age Groups and Between Boys and Girls in the Frequency of Mention of Traits 119

F. Striking Differences Between Provincial Groups 121

G. The Influence of Socio-Economic Status on Values 126

VI INTERPRETATION, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS 130

A. Interpretation, Conclusions, Implications. 130

B. Recommendations 156

Bibliography 162

Appendices 169

Appendix A 169

Appendix B 170

Appendix C 172

178. HERRERA, Alfredo (Ph. D.). "A Study of the Administration of Religious Instruction in the Public Schools of the Philippines." St. John's University, 1968. 269 pp. Source: DAI, XXIX, 9A (March, 1969), 2925-A-2926-A. XUM Order No. 69-4112.

This study of the administration of religious instruction in the public schools of the Philippines had five objectives:

1. To determine the extent of implementation of selected practices in the administration of religious instruction in the public elementary schools of the Philippines.

2. To determine the attitudes of public elementary school principals towards these practices.

3. To determine the patterns of association between the implementation of the selected practices and the attitudes of principals towards these practices.

4. To determine the association of the implementation of practices and selected variables.

5. To determine the association of the attitudes of principals towards practices and selected variables.

The study investigated twenty-five selected practices employed to administer religious instruction and the attitudes of principals toward such practices in the public schools of the Philippines during the school year 1967-68.

Two instruments were sent at the same time to two different populations of principals in the public schools of the Philippines: 1,000 school principals were asked to respond to a questionnaire concerning practices and 1,000 school principals were asked to respond to an opinionnaire concerning attitudes.

The findings of the study were based upon a usable return of 69.4 per cent for the questionnaire sample and of 68.2 per cent for the opinionnaire sample.

In the analysis of data, single and cross tabulations, percentage distributions, and chi-square techniques were employed.

The conclusions derived from the data collected by the questionnaire and the opinionnaire were:

1. The public elementary schools of the Philippines, in general, were implementing the selected practices for the administration of religious instruction included in the study.

2. The public school principals agreed with the implementation of the practices selected for the study.

3. More principals agreed with the implementation of the selected practices than those who reported implementing the practices in their schools.

4. Five variables were examined as potential factors influencing the implementation of the selected practices.

Of the twenty-five practices studied, four practices were implemented more frequently in schools administered by female principals than in schools administered by male principals.

The variable of school type conditioned the implementation of nine practices. In general, these nine practices were more frequently implemented in city schools than in central schools or in barrio (rural area) schools. These practices were less frequently implemented in barrio schools than in central schools or city schools.

The administrative experience of the principals influenced the implementation of six practices. Generally, principals with more years of experience implemented these practices more frequently than principals with less years of experience.

Students' religious affiliation was a factor affecting the implementation of all selected practices. Schools with only Catholic students implemented two practices more frequently than other schools. Schools without students taking religious instruction tended not to implement the selected practices except four.

Religion teachers' assignment was also a factor affecting the implementation of practices. All selected practices were implemented more frequently in schools with only regular religion teachers than in schools with regular and part-time religion teachers combined, and more frequently in schools with regular and part-time religion teachers combined than in schools with only part-time religion teachers.

5. Five variables were examined as potential factors in-

fluencing the attitudes of principals towards practices in the administration of religious instruction.

Female principals agree more frequently than male principals with five practices.

Principals from barrio schools and central schools were more agreeable than principals from city schools with two practices.

The administrative experience of the respondents did not affect their attitudes towards the selected practices.

The students' religious affiliation conditioned the attitudes of principals in six of the twenty-five practices. Principals from the Catholic group were more agreeable than principals from other schools with two of these six practices.

Principals from schools with regular religion teachers agreed more frequently than principals from other schools with ten practices.

179. HERRING, Ronald Byer (Ph. D.). "Intercultural Transmission of Work Values in a Teacher Retraining Situation: A Case Study of the Peace Corps in the Philippines." Stanford University, 1973. 348 pp. Source: DAI, XXXIII, 12A, Part 1 (June, 1973), 6768-A. XUM Order No. 73-14,907.

The purpose of this case study is to find out whether and under what conditions contact with individuals from a different cultural tradition leads to the acquisition of behavior that is characteristic of that culture. Specifically, the research seeks to determine whether extended work and personal contact between Filipino elementary school teachers and American Peace Corps volunteers results in the acquisition of work-related values by Filipino teachers. It is hypothesized that in the process of transmitting new curriculum content in mathematics, science or English, the volunteers necessarily exhibit a wide range of other behavior which, in effect, models fundamental orientations--values, attitudes, and strongly held beliefs--regarding the importance of work itself. The study also explores factors which:

1. facilitate and impede the transmission of such values across these cultural boundaries.

2. shape interaction within the work teams.

3. account for changes in the educational objectives of Filipino teachers.

The process whereby Filipino teachers are hypothesized to acquire some of the value characteristics of their American guests is conceptualized as a problem involving transmission via behavioral models. Accordingly, this research draws heavily on modeling theory and related principles, and especially on the theoretical formulations and empirical research of Albert Bandura and his colleagues. Recent research by these social learning theorists shows that both children and adults learn, from models, behavior which ranges from simple skills and cognitions to more complex, higher order forms such as attitudes and values.

This research is a quasi-experimental field study and follows an experimental-control group design. The sample includes 158 Filipino teachers drawn purposively from rural and semi-urban elementary schools in the Southern Tagalog ethnolinguistic region. Of the total sample, 107 teachers are from 15 schools to which at least one American co-teacher was assigned for a period of approximately 21 months. A "No-Contact" sample (n=51) was drawn from nine schools in which no volunteer had been placed. Survey data were collected from the teachers by Filipino interviewers who visited the school accompanied by the researcher.

The major finding of this study is that in the course of extended contact with the volunteers these teachers did acquire values relating to hard work in significantly greater numbers than did teachers in the control sample. Exposure to the co-teacher models also led to the acquisition by Filipino teachers of values relating to punctuality and to openness in human relations.

Factors contributing to the acquisition of work values include the volunteers' Tagalog language proficiency, work orientation, technical competence and subject of assignment--mathematics or science rather than English. The quality of the affective relationships between the Filipino teacher and the American volunteer is, in all probability, an intervening variable.

Findings based on a before-and-after sampling of respondents (two-year interval) showed that the stronger the work orientation of the American with whom the Filipinos were in contact, the more inclined the latter were to change their educational objectives, usually in an upward direction. Reinforcement provided by the volunteers coupled with the Filipino teachers' opportunities to reassess their own professional potential probably account for these changes.

Many teachers who demonstrated a serious commitment to the retraining program were accorded positions of informal status and recognition within their schools, districts and divisions. In addition, work partners of the Americans received significantly more professional advancements than teachers having more limited or primarily personal associations with the volunteer co-teachers.

This study offers considerable support for the hypothesis that in certain intercultural contact situations, representatives of one culture do serve as behavioral models for values which are given prominence in their culture. Additionally, these results offer some confirmation that important objectives of this Philippine/American program in technical cooperation are, under optimum conditions, capable of realization.

180. HIGGINBOTHAM, Howard Nichlos (Ph. D.). "Delivery of Mental Health Services in Three Developing Asian Nations: Feasibility and Cultural Sensitivity of 'Modern Psychiatry.' University of Hawaii, 1979. 635 pp. Source:

Howard Nichlos Higginbotham

DAI, XL, 8B (February, 1980), 3934-B. XUM Order No. 8003281.

A survey of mental health resources was undertaken in Taiwan, the Philippines, and Thailand. Three comprehensive questionnaires appraising psychiatric care, delivery problems, and staff attitudes were administered to 92 professionals at 31 agencies. The survey had two foci: first, to learn whether the standard of Western psychiatry is feasible as a model of service delivery among developing Southeast Asian nations. Secondly, to assess the degree to which Western-derived institutions are integrated into the sociocultural milieu of their intended recipients. A guiding premise was that continuity with client culture builds agency acceptability and establishes the cultural validity of mental health programs. On the issue of feasibility, the case studies compiled for each country are unequivocal. At national or even regional levels, these countries are unable (unwilling) to allocate economic, educational, administrative, research, and manpower resources to secure contemporary standards of mental health delivery. Extant psychiatric systems are capable of providing sufficient intervention resources to meet the needs of a circumscribed number of middle and upper class residents of these nations' capital cities. However, the question of cultural sensitivity of mental hospitals and clinics is less straightforward because community attitudes were not directly assessed. Nevertheless, staff perceive their clinics as alien entities in the ongoing stream of community life. Psychiatric treatment is stigmatizing; it is unacceptable except at the last possible moment as a desperate gesture to relieve suffering. Yet, a tiny scattering of community based units--staffed mainly by nonmedical personnel--are well-connected with diverse community groups. They appear non-threatening and acceptable, serving as smooth conduits into the mental health network. Theoretically, agency-specific practices of culture accommodation diminish community alienation by strengthening cultural validity. A full range of accommodation tactics were noted, but most tended to be informal and makeshift. Accommodation per se was not elevated to the level of policy or program objective. For example, linguistic matching was carried out whenever possible, yet policies of hiring staff based on background similarity with client

populations were not considered. Moreover, accommodation undertaken at the initial point of agency contact was intended to win over family confidence and cooperation. Once staff secured the family's commitment to treatment, then clinic-preferred therapy modes were introduced. Traditional-minded patients were re-educated to acquire a more psychological view of their problems and appreciate the advantages of psychiatric methods. In brief, the sites visited were culturally insensitive and isolated in relation to the healing customs and beliefs of the general population. Their range of appropriateness and accessibility was narrowly restricted to the urban elite. Services were unaffordable, far beyond the horizon in terms of manpower, and potentially destructive of integrated elements in the host culture. What is required is a treatment system continuous with cultural beliefs, values, and existing patterns of helping. Through a culture assessment, looking at the community definitions of problems, normality, ways and means of curing, and expectations of program performance, a clear understanding of appropriate intervention can be established. A procedure for systematically gathering and analyzing this information is proposed--the Ethno-Therapy and Culture Accommodation Scale (ETCAS). This scale assesses the congruity of an existing program with the expectations and preferences of the recipient community and serves as a guideline for introducing programs with a high level of cultural sensitivity. Furthermore, ETCAS identifies healing networks that may be strengthened by the allocation of additional resources. The end product in harmony with the aims of community psychology is to create competent communities capable of actualizing the values and goals they select for themselves.

181. HIGH, Sidney Cooke, Jr. (Ed. D.). "The Joint Philippine-American Project for Expanding and Improving Vocational Industrial Education in the Philippines, 1951-1956." Stanford University, 1960. 924 pp. Source: DAI, XXI, 9 (March, 1961), 2553-2554. XUM Order No. Mic 60-6709.

Sidney Cooke High, Jr.

Statement of the Problem

For more than a decade, as part of the over-all American assistance to the underdeveloped areas of the world, the United States Government has been engaged in projects designed to help underdeveloped countries expand and strengthen their systems of industrial education. Industrial education has come to be widely recognized as an essential component of national plans for industrialization and economic development. As efforts are intensified to help in the economic growth of the underdeveloped areas of the world, assistance projects in industrial education will continue to form an important part of these efforts. In order to make future assistance in industrial education more effective, there is a need for reviewing, analyzing, and evaluating some of the experience which has been gained to date.

The specific project chosen for analysis in this dissertation was the joint Philippine-American project for expanding and improving vocational industrial education in the Philippines, an undertaking sponsored by the U.S. International Cooperation Administration and the Philippine National Economic Council. The dissertation is limited to the first five years of the project, beginning July 1, 1951, and ending June 30, 1956.

Procedure

First, background information was compiled, both on the development of American foreign assistance since World War II and on the general Philippine environment. This background information serves to portray the surrounding conditions and events which influenced the planning and implementation of the project.

Next, the project itself was described in narrative fashion. The narrative begins with a statement of the history and status of vocational industrial education in the Philippines as of 1951, at the beginning of the project. The development of the five-year plan for the project is described and the content of the plan is summarized. The launching of the project is related and a detailed description is provided of the implementation of the project during its first five years of operation.

Following the narrative account of the project operations, a detailed analysis was made of the several strands of the project, such as the importation of equipment, the construction of buildings, the provision of technical assistance, the conducting of in-service training programs for employed teachers, and the strengthening of the pre-service education of new teachers.

Results

On the basis of the analysis of the project operations, the accomplishments of the project during the first five years were reviewed. It was determined that, considering the progress made in all aspects of vocational industrial education in the Philippines between 1951 and 1956, the objectives of the first five years of the assistance project were substantially accomplished and a strong momentum of progress was developed. Following the review of the project accomplishments, an examination was made of the strengths and weaknesses in the planning and execution of the project during the first five years.

Conclusions

From the experience gained during the first five years of this assistance project in the Philippines, a series of guidelines was formulated for similar projects which might be undertaken in underdeveloped countries in the future. The guidelines are divided into two categories: administrative and technical.

The administrative category, which includes 37 items, consists of procedural guidelines for the over-all planning and administration of a project. The technical category, which includes 6 headings, consists of guidelines for the substantive content of a vocational industrial education project in an underdeveloped country.

The dissertation closes with five specific suggestions for further study.

182. HILL, David Leslie (D. Miss.). "Theological Education in Missions as a Factor in Baptist Church Growth with Spe-

David Leslie Hill

cial Emphasis on the Philippines." Fuller Theological Seminary, 1979. 174 pp. Source: DAI, XL, 10A (April, 1980), 5478-A-5479-A. XUM Order No. 8001425.

This study deals primarily with theological education in missions. It approaches the subject from the standpoint of church growth as one major objective of the mission effort and therefore one basis for evaluating leadership development in the mission context. It calls attention to leadership development and church growth results in selected historical settings and confirms traditional Baptist theology as supportive of the underlying Church Growth Movement concepts.

The study reviews various aspects of leadership selection and training-education with an evaluation as to their hindrance or assistance for church growth. It characterizes a successful process of leadership development as one that meets biblical standards, results in leaders acceptable to the culture and produces a sufficient number of adequately trained leaders.

The extension model of theological education is reviewed for its potential contribution to church growth. The study delineates the extension characteristics that make it supportive for growth. The development of an extension program by Southern Baptists in the Philippines is presented as a case study.

The study considers missionary-national relationships as they affect theological education and makes a case for the primary missionary role as outreach in contrast to filling leadership roles within the developing church. Theological education support and control by nationals are viewed as essential to national church maturity.

A concluding chapter points to the educational, cultural, and national responsibility potentialities afforded by the development of the extension seminary concepts with potential benefit for both resident and extension seminaries.

183. HOSILLOS, Lucila V. (Ph. D.). "Philippine-American Literary Relations, 1898-1941." Indiana University, 1964. 200 pp. Source: DAI, XXV, 10 (April, 1965), 5907. XUM Order No. 64-12,040.

The dissertation describes Philippine literary relations with the United States from the Philippine Revolution to World War II. It offers a preliminary picture of the types and trends of Philippine literature, but especially of the changes it underwent under the American influence and of the reception which it found among Americans. The relations altered the course of Philippine literature by cultural alienation, then stimulated and transfigured it.

The encounter brings into focus the entire literary history of the Philippines. The preliterary types developed before the Spanish conquest did not undergo an artistic evolution because creative efforts were stifled by repressive Spanish policies, which encouraged imitative writing. Only one significant movement found expression in Spanish, the nationalist outburst of the Reform Movement and the First Philippine Republic in the late nineteenth century. Thus the need for ideas, forms, and techniques prepared a favorable ground for the influences of a fully developed foreign literature. (Ch. I)

Political relations with the United States inactivated Filipino writing in Spanish, fostered the growth of writing in English, while creating an interim that allowed vernacular literature to flourish. The zarzuela and the novel in Tagalog agitated against American imperialism and adopted socialist tones. Resistance against American culture explains the political character of Filipino writing during the early decades of American rule. But the new situation created culture upheaval and led the Filipinos to the main streams of Anglo-Saxon traditions. (Ch. II)

Contact with American literature alienated the Filipino writer from his native traditions and Spanish heritage. Schools and textbooks fostered a slavish imitation of officially introduced American models. But after the middle twenties, Filipino writers became self-critical and initiated literary experiments that created the Filipino form of the short story in English. The defunct College Folio (founded 1910) and The Literary Apprentice (since 1927), both at the University of the Philippines, may represent the first and second periods. Many other magazines contributed to boost writing in English. The literature of the Commonwealth (since 1935) bears traces of attempts to embody both artistic and national ideals. (Ch. III)

On the American side, politics dominated the reception of Philippine literature. Interest focused on the linguistic, anthropological, and political aspects, and the existence of a legitimate aesthetic literature was almost discounted. Even Jose Rizal's novels were adjudged to be political tracts, though he was acknowledged as the Filipino of international stature. The transmitters of Filipino writing came from all walks of life, but the most influential literary intermediaries were A.V.H. Hartendorp in the Philippines and Edward J. O'Brien in the United States. Filipino students and Filipino communities in the United States published magazines, but all of them were short-lived. (Ch. IV)

William Dean Howells's recognition of the artistic realism and "immeasurable superiority" of Rizal's Noli me tangere did not focus attention on the artistic values of Filipino writing at the time. Writing in English completed its cycle when it met American literary recognition. Although by bulk the nonliterary transmission (books about the Philippines, political tracts, folklore, and Filipino linguistics) predominated, by the thirties American critics were distinguishing the artistic values in the short story and the poetry. This reception encouraged the gifted among Filipino writers. While the greatest poet in Tagalog, Balagtas, has hardly found American recognition, the greatest writer in Spanish, Rizal, has been esteemed rather as a representative man and not so much as a writer. But American critics noted Jose Garcia Villa's poetic sensibilities in his fiction and recognized him as the outstanding figure among Filipino writers in English. (Ch. V)

The significance of Philippine-American literary relations lies in their enrichment of Philippine literature and the stimulation of Filipino creativity, which have provided foundations for a Filipino national literature.

184. HUDSON, Vanavery Don (Ph. D.). "The Legislative history of Philippine Indipendence." State University of Iowa, 1936. 2 vols. 420 pp. Source: Dissertation.

CONTENTS

CHAPTER Page

I. THE ESTABLISHMENT OF AMERICAN SOVEREIGNTY IN THE PHILIPPINES 1

1. Executive Policy

2. The Question of Independence from the Time of the Peace Conference to the Establishment of Civil Government

3. The Case of the Annexationists

4. The Case of the Anti-Annexationists

5. Summary

II. THE DEVELOPMENT OF SELF-GOVERNMENT IN THE PHILIPPINE ISLANDS 73

1. The Organic Act of July 1, 1902

2. Education in the Philippines

3. The Civil Service System

4. The Filipinization of the Government Service in the Philippines

5. The Establishment of Local Government in the Philippines

6. Major Changes in Governmental Structure and Organization Prior to 1916

7. The Organic Act of August 29, 1916

Vanavery Don Hudson

III. THE FURTHER EXTENSION OF SELF-GOVERNMENT AND THE MOVEMENT FOR POLITICAL INDEPENDENCE 135

1. Further Filipinization of the Government Services in the Philippines
2. Self-Government Under the Wood Administration
3. Organized Filipino Independence Missions and Demonstrations
4. American Investigating Missions and Their Findings
5. Summary

IV. THE PHILIPPINE INDEPENDENCE LEGISLATION 189

1. The Agricultural Movement
2. The Hare Bill
3. The Hawes-Cutting Bill
4. The Tydings-McDuffie Act
5. Summary

V. THE INAUGURATION OF THE GOVERNMENT OF THE COMMONWEALTH OF THE PHILIPPINES 284

1. The Drafting and Adoption of the Philippine Constitution
2. The Election of Officers for the Commonwealth Government
3. The Inauguration Ceremony
4. The Constitution of the Philippines
5. Summary

Vanavery Don Hudson

VI. SUMMARY AND CONCLUSIONS 303

REFERENCES AND NOTES 324

APPENDIX A. THE TYDINGS-MCDUFFIE ACT 362

APPENDIX B. CONSTITUTION OF THE PHILIPPINES 375

APPENDIX C. EARLY FILIPINO INDEPENDENCE ASPIRATIONS AND THE FORMATION OF THE REPUBLIC. 399

BIBLIOGRAPHY 413

185. HUE, Nguyen Thi (Ph. D.). "Training for Community Development: A Comparative Study of National Programs in Ghana, India, and the Philippines." University of Michigan, 1962. 295 pp. Source: DAI, XXIII, 1 (July, 1962), 294-295. XUM Order No. 62-2744.

In newly developing countries, community development is an important governmental program, in which the training of government officials operating it and of the people affected by and supporting it is a vital part. This study on community development training has a threefold purpose:

1. To find out how some countries conditioned by diversified factors have provided for community development training.

2. To define elements by which training programs may be analyzed.

3. To establish criteria of evaluation by which the selected training programs can be evaluated and compared.

There are three dimensions in the study on the basis of:

1. Countries: Ghana, India, and the Philippines.

2. Types of trainees, by which the three national train-

ing programs are described: village workers, administrators and technical specialists, high executive and legislative officials, trainers, and the people.

3. Elements of training: trainees, training content, methods, materials, organization and personnel for training, provision for training, evaluation and morale. The comparison is illustrated by ten tables.

One discovers that the three national training programs have different patterns of weak and strong points owing to such conditions as size, bureaucratic background, and budgetary and human resources that vary from country to country. The Ghanaian program is flexible but relatively informal. The Indian program, defective at first, has improved steadily in recent years. Its most obvious disadvantage is its great size and scope, dealing as it does with so many independent states, each with different administrative procedures regarding recruitment and pay. The Philippine program is outstanding in recruitment methods and in the integration of existing educational facilities into community development training; however it suffers from a high degree of centralization.

The three community development training programs of Ghana, the Philippines, and India are given a tentative numerical rating of 1.25, 1.41, and 1.46, respectively.

The study ends with a list of suggestions about community development training and an emphasis on the role of public administration in newly developing countries and on the necessity of having trained officials in community development as well as in other governmental activities.

186. HUFANA, Fe Maria (Ph. D.). "A Comparative Analysis of Objectives in Institutions of Higher Education in the United States and the Philippines." University of Nebraska, Lincoln, 1975. 192 pp. Source: DAI, XXXVI, 12A (June, 1976), 7896-A-7897-A. XUM Order No. 76-13,335.

Fe Maria Hufana

The purpose of this study was to compare the objectives of higher education in the United States with those of the Philippines. The writer's intention was to create a greater awareness that each country develops educational objectives that most appropriately meet its own needs and as they are perceived by its leaders, and yet to suggest that scholars and planners in one country can learn valuable lessons from those in another with respect to the development of such objectives.

The conduct of the study necessitated an extensive investigation of scholarly works on the history, economy, and sociology as well as on the educational systems of the two countries. Also thoroughly consulted were a number of standard works in the area of comparative education. Government documents and reports of various commissions were studied for both countries. In addition, the writer interviewed a number of leaders in several institutions of higher education in the Philippines

From these sources the writer identified objectives of higher education for both countries as they have developed over the past three and a half centuries. From the data gathered the author was able to construct an account of the historical, social, and economic factors which affected the development of those objectives. Finally a comparative analysis of the objectives of higher education in both countries and the forces which impinged upon them was undertaken.

The writer concluded from her analysis that objectives of higher education in both countries have experienced a similar, though not identical, development. In both countries institutions of higher education were initially established in the early seventeenth century by European colonial powers. In both instances the original objectives were largely religious in nature, with consideration also given to the development of professional manpower in the service of the mother country but not to the needs of the indigenous inhabitants. The colonial period in the Philippines, however, was of much longer duration, hence the shift away from the religious, elitist objectives of colonial institutions was delayed for two centuries when compared with the United States.

Fe Maria Hufana

During the nineteenth century, American higher education, responding to the European Enlightenment, the rise of science, the development of improved agricultural methods, and the rise of the factory system, began to address itself first to increasingly secular and scientific objectives and then to the more utilitarian objectives of preparing professional manpower to serve the country's expanding social, political, industrial and agricultural needs. During the same century higher education in the Philippines continued to be dominated by the colonial government and was largely restricted to selected upper class males.

The twentieth century has witnessed very rapidly increased enrollments in American colleges and universities as they have catered to increasingly egalitarian goals and developed more sophisticated research capabilities to serve industry, agriculture and the professions. In the early twentieth century, Philippine higher education began to emulate that of the United States. This development gave way temporarily to Japanese imposed social, economic, and political objectives in the early forties. Since Philippine independence in 1946, however, the country has embarked upon its own system of higher education which, although it cannot deny its past, has developed its own objectives of democratic citizenship, professionalization, industrialization, and modernized agriculture.

Current differences in objectives of higher education in the two countries, although far less marked than previously, may be attributed to such factors as the lack of a large, strong middle class in the Philippines when compared to the United States and the fact that the economy of the Philippines is still largely an agricultural one while the United States is highly industrialized.

187. HUNTER, Stanley Robert (Ph. D.). "Land, the Utilities of Children and Human Fertility: An Example From a Rice Producing Region of the Philippines." Pennsylvania State University, 1980. 133 pp. Source: DAI, XLI, 10A (April, 1981), 4504-A-4505-A. XUM Order No. 8107581.

Stanley Robert Hunter

Many development programs in the less developed world deal with agricultural and demographic development as two separate efforts. Planners are beginning to come to the realization that the two may be linked. A limited amount of research has begun to examine potential linkages.

Change in the agriculturalist's relationship to the land is one of the policy levers used by development planners. Of the three major dimensions of land--size of land tilled, quality of land and rights of access--only quantity of land held has been examined in depth as it relates to human fertility levels. Although little research has used multivariate techniques of analysis, it does appear that size of land held is almost uniformly positively related to family size. Quality of land, operationalized in this study as access to and duration of water supply in a wet-rice-growing region of Asia, was expected to operate in much the same way as quantity of land held. The use of a third aspect of land, tenure status, as it relates to human fertility, has had less clear results, but it does appear that owners usually have smaller families than laborers or tenants. In this study, the relationships between the land variables and human fertility were hypothesized to operate through two utilities of children, the work-economic utility and the social security utility to explain human fertility differentials.

This investigation used a data set collected in the rural Philippines during 1978 and 1979 to examine the land-fertility relationship. The data included in-depth information on land use and tenure status, attitudes toward and use of children in the agrarian setting and a fertility history of all women in the sample of nearly 1100.

Relationships were examined using path analytic techniques. Most of the explained variance in fertility was due to the inclusion of age, age at marriage and education of women as control variables. While the land variables and the child utility variables were not major explanatory variables in the model, several interesting results were found.

Although size of land held had been found to be almost universally positively related to human fertility, an examination of that relationship for the rural Filipino sample

used in this study showed that the positive relationship was found only for land owners. There was no relationship between size of land held and fertility for tenants. A serendipitous discovery was that of a strong negative relationship between the use of household children in agriculture and expectations for old-age support from children. Those who used children more in the present placed less emphasis on future child-parent transfers.

While the model was not as successful as was hoped in explaining fertility, the findings suggest directions for future research. The land size-fertility relationship had appeared to be clear. These findings suggested that tenure status may be a crucial differentiating variable in the relationship. Also, the observed strong negative relationship between the work-economic and the social security utilities of children calls for further examination of the relationship between those variables.

1

188. Ilan, Leila Crispino (Ph. D.). "'Quality of Life' in Selected Rural Barrios in Southern Luzon, Philippines." Texas A&M University, 1980. 338 pp. Source: DAI, XLI, 10A (April, 1981), 4511-A-4512-A. XUM Order No. 8108019.

This study focused on the "quality of life" in selected coconut-producing communities in Southern Luzon, Philippines. Couched in a human ecology perspective, the major proposition states that the quality of human existence is determined by certain ecological variables. With "quality of life" or "well-being" as the dependent variable, the independent variables were: distance from urban areas (city and poblacion or town center), geographical location (coastal vs. inland), land distribution, introduction of technology (development program), and "quality of life" in the barrio.

Two levels of analyses were undertaken. At the macro-level, the barrio (community) was used as the unit of analysis; at the micro-level, the household and the individual were used. The barrio sample included 84 barrios and the data came from municipal records. The household sample had 359 households, with both household head and housewife interviewed. The data were from the baseline (1975) and terminal (1979) surveys of the Integrated Rural and Agricultural Development program of the University of the Philippines at Los Baños.

In this study, the term "quality of life" (QOL) characterized conditions in the barrios; while "well-being" referred to households and individuals. These terms are synonymous; both reflect a set of wants and needs, the gratification of which leads to better life conditions. QOL in the barrios was defined in terms of the existence of economic, health, educational, and recreational services; birth, death, infast mortality rates; population density; and malnutrition. Household "well-being" was defined by objective indicators of social concerns such as education, access to information, adequacy of diet, housing and sanitation, economic well-being, and employment. The subjective measure of well-being was an index of satisfaction.

To test the different hypotheses, analyses of variance, covariance, and linear regression were performed. The syntheses of major findings are:

1. Coastal barrios, compared to inland barrios, had higher birth rates, with their populations increasing more rapidly. Low "well-being" was most obvious for the coastal-poblacion households.
2. With distance from the city, economic and recreational services decreased. Birth rate and population density also declined with distance from the city and the

poblacion, implying that population tends to gravitate towards urban centers. "Well-being" of households decreased with distance from the poblacion; but increased with distance from the city, which could be explained in terms of the economic growth in the municipality farthest from the city. That distances from the city and the poblacion were related in opposite directions to a number of "well-being" indicators suggested the dominant influence of the poblacion on the barrios, particularly as distance from the city increased.

3. The land tenure system consistently favored the landowners, who had better education, higher income, and bigger houses.

4. As QOL in the barrios increased, the "well-being" of households also increased. However, sanitation and nutrition need to be improved for all.

5. From 1975 to 1978, health, educational and recreational services could not keep up with the growing population. Moreover, the large variability in "change in well-being" suggested an increase in the unequal distribution of "well-being" among households from 1975 to 1979.

6. Individuals motivated to participate in the development program were initially better off than the non-participants.

7. The significant sex-differences in the subjective and objective indicators of well-being implied sex-role differentiation. The women gave more importance to social concerns which are more home-oriented, while the men gave more importance to those which require seeking opportunities outside the home. Satisfaction with well-being decreased with distance from the city for the males suggesting that the city might be more attractive for men than for women.

Policy implications of the findings for development in rural areas were discussed.

189. IMPERIO, Rogaciano Calvelo (Ed. D.). "An Evaluation of

Rogaciano Calvelo Imperio

the Effectiveness of Denominational Influence upon Students of Philippine Union College." University of Arizona, 1959. 202 pp. Source: DAI, XX, 6 (December, 1959), 2100-2101. XUM Order No. Mic 59-5035.

1. The Problem of the Study

The problem of the study was to ascertain whether attendance at Philippine Union College influenced graduates of its four-year curriculum toward behavioral characteristics and religious concepts which are peculiar to this Seventh-day Adventist school environment, and to determine the persistency of those characteristics and concepts upon students after they had returned to their home environments following graduation.

2. Method of Investigation

In order to obtain the population for this study a list of 250 names of graduates was compiled by cross-checking data from the college with information from the General Conference of Seventh-day Adventist Yearbook, and by correspondence with presidents of Seventh-day Adventist missions, college presidents, principals of academies, administrators of health institutions, and with Seventh-day Adventist educational secretaries for names and addresses of former students living in their respective areas. This list of 250 names includes all graduates whose names were obtained for the period 1930-1950. It was decided to use the questionnaire to obtain data for the study. A questionnaire was sent to each of the 250 graduates named on the list.

Replies were received from 225 of those graduates who provided responses to forty-two questions in five specific areas:

1. Spiritual, religious concepts and beliefs; religious ethics and customers.

2. Mental or intellectual outcomes.

3. Physical concepts regarding health.
4. Physical manual labor.
5. Social behaviors.

3. Findings and Conclusions

1. Philippine Union College appears generally to be effective in carrying out its program in transmitting the denominational characteristics of Seventh-day Adventist beliefs and practices as part of college program.

2. In general the students do continue to observe these matters emphasized after graduation.

3. In comparing the persistence of individual components of the program it was found that the college program appeared to be consistently successful in inculcating matters of faith--in relationships between God and man--but they are less successful in matters of personal choice or of appetite such as the use of jewelry, artificial makeup, tobacco, alcoholic beverages, attendance at dance halls, theaters, gambling places, and settling disputes by fighting.

4. There is some evidence that the longer students stay in college the more effective is the college program. There are, however, a few exceptions.

5. Where other environmental forces such as religion of parents or spouse or previous attendance at Seventh-day Adventist parochial school support the value system emphasized by Philippine Union College, there is great likelihood of the student's continuing to follow the ideas or practices irrespective of length of attendance at college, or other factors identified by this study.

6. Where the environmental factors such as religion of parents, spouse, or previous schooling gave a different emphasis from that of the college, there is still a probability that the student will follow the college

value patterns, but the percentage following is lower than for students with supporting Seventh-day Adventist environments. This can be seen particularly in the record of students who had attended some college and then transferred to Philippine Union College. These students show a lower rate of continuing conformance than did those graduates who attended Philippine Union College for four years.

7. From these conclusions it would appear that a vigorous college program in support of a particular set of values, such as the Seventh-day Adventist principles investigated in the present study, may be expected:

    1. To reinforce these cultural values if the students had acquired them prior to entering college so that the students would tend to continue the practices and attitudes and beliefs involved in these values.

    2. To establish the value system emphasized by the college, even when the students come from out of school environments with differing value systems although the rate of continuing conformance is lower than for students coming from environments in close agreement with the value systems emphasized by the college.

    3. To encourage a greater continuing conformance among graduates of all types in the areas of ideas, attitudes, and beliefs than in areas of personal choice, especially those involving appetite and entertainment.

4. Recommendations

1. So far as the four-year students at Philippine Union College are concerned the writer recommends continuance of the college program while:

    1. the present objectives are regarded as desirable.

    2. the present program continues to be effective in realizing these objectives.

2. On items in which the continuing conformance appears to be not quite so high as others, the college should review its objectives and study possible improvement of the means for reaching them.

3. In view of the results of the present study the college should study its programs of less than four years in length and their outcomes to learn whether these are satisfactory or whether any changes should be made.

4. That other colleges concerned with inculcating value systems among their students make use of the data in the present study in appraising their situations and in planning their programs.

190. INOS, Faustino Ignacio (Ed. D.). "A Survey of Farmers' Participation in the Development, Operation, and Management of Selected Irrigation Systems in the Philippines." Rutgers University, 1981. 252 pp. Source: DAI, XLII, 4A (October, 1981), 1443-A-1444-A. XUM Order No. 8120826.

The study was conducted in Camarines Sur, Philippines, from October, 1979, to March, 1980. Two national systems and two communal systems were used as study sites. The respondents were 84 farmers and 41 technicians. Random sampling was employed in the selection of respondents. Interview schedules were used in the collection of data and other supporting information. Informal interviews with irrigation researchers, administrators and farmers were also employed. The data were analyzed by using the Statistical Analysis System (SAS). Percentages, rankings, chi-square and mean values were used to answer descriptively and statistically the questions set forth in the study.

Three objectives were established for the study:

1. To document and analyze the Farmers' Assistance Delivery Program in Philippine irrigation systems.

2. To explore the factors which encourage the participation of farmers.

3. To identify those operational and managerial functions the farmers have participated in and the additional roles they would like to assume from the irrigation personnel.

The study documented the status of farmers' assistance delivery program in Philippine irrigation systems. The findings suggested a need for the modification and strengthening of the program to make it more relevant and responsive to the growing demands of the farmers in rapidly increasing areas under irrigation in the Philippines. Despite the increasing attention given to irrigation development, motivating factors associated with the promotion of farmers' participation had not been given the support needed for its acceleration. Responses to the interview schedule suggested that farmers were willing to participate in irrigation development and management. Communal farmers were more positive in their perceptions of participation than were the national farmers. Lack of a functional participation model for farmers was one of the limiting factors that seemed to be associated with their non-participation.

Four ways of assisting farmers were ranked as follows:

1. Providing instruction in water management and irrigated agriculture.

2. Securing high quality seeds.

3. Securing production loans.

4. Facilitating the release of the certificate of land transfer.

When the respondents were asked to choose their preference for strategies to enhance participation, choices were listed in the following order:

1. Development and implementation of a strong farmers' assistance delivery program.

2. Employment of agriculturists as operation and maintenance personnel.

3. Increase in the density of farm ditches.

4. Give added roles to the farmers.

Farmers in both types of systems were more inclined than were the technicians to demand additional roles for the water users.

Prominently chosen as channels for the participative roles of farmers were the farmers' committee and the joint committee of farmers and irrigation personnel. Less preferred channels of participation were village assemblies and the barrio councils. The farmers strongly endorsed the creation of a water management committee and an agriculture development committee in irrigation associations. Committee on extension education, membership, and constitution and by-laws were not perceived to be as important. The least preferred was the executive committee.

Implementation frameworks were suggested for:

1. Strengthening of the farmers' assistance delivery program.

2. Formulation of policy guidelines relative to the enhancement of participation of farmers.

3. Creation and/or development of a participation model for farmers.

Hopefully, the findings will provide enlightening revelations to policy and decision-makers for improving farmer-technician collaboration which will enhance the participation of water-users in properly operating, maintaining and managing irrigation systems. Further investigations are encouraged relative to the promotion of participation of farmers in irrigation development and in the subsequent operation, maintenance and management of completed irrigation systems.

191. ISIDRO Y SANTOS, Antonio (Ph. D.). "The Development of Written English Expression of Filipino Children."

Antonio Isidro y Santos

University of Chicago, 1934. 208 pp. Source: Eells, p. 121; and Dissertation, pp. 180-184, 192.

SUMMARY AND CONCLUSIONS

This investigation was conducted in an attempt to discover the development of English written expression among the Filipino children who write English as a foreign language, and to determine their progress in writing compositions in each of the successive school grades of the Philippine educational system. Specifically, the main problems deal with the determination of the quantitative growth of the various elements of sentences in the compositions, and the discovery of the qualitative progress in sentence structure, grammatical rules, and mechancial usage. It also investigated the nature and characteristics of the general growth in written expression ability.

For this investigation, 1,550 compositions were analyzed to discover the development of vocabulary, sentences, clauses and phrases, and to determine the progress in the elimination of errors in sentence structure, grammar, and mechanics. The nature of the general growth in written expression was measured by means of the standardized composition scales. The compositions were written by the children in Grade III through Grade VII from the different major linguistic regions represented by the provinces of Batangas, Camarines Sur, Capis, Jolo, La Union, Pampanga, Pangasinan, and Zambales.

The data gathered in the preceding sections point clearly to some indications which may help to determine the progressive growth in written expression. The outstanding fact revealed in Chapter III and Chapter IV is that, as pupils advance from grade to grade, there is a substantial and continuous growth in the quantity of expression and in the quality of sentence structure, grammatical usage, and mechanical control. Development takes place in the number of words, in the length of sentences, in the number of dependent clauses, and in the number of phrases. It reveals itself when within the same length of time a child in the seventh grade can write more words and use longer sentences than a child in the third grade....

In so far as words and sentences are objective evidences of mental life and breath of experience, the quantitative increase in the number of words and sentences and the qualitative refinement of sentence structure that were found in each advancing grade may be considered as manifestations of growth in the mental life of the Filipino children. They are the result of systematic training in the use of English in the school, in the same way as the infant learner of a native language acquires the mastery of language symbols through constant aid of the elders. With a Filipino child, attempt is being made to cast his mental outlook in the patterns of the English language. It is an unusual situation in the teaching of a foreign language. The English language occupies an important place in the mental life of the Filipino children.

Out of the mass of data here collected there are certain evidences which indicate the progressive growth toward a more mature mental life, and there are indices of general immaturity in the control of language expression. The changing proportion between the simple sentence and the complex sentence from the lower to the higher grades points to the changes in the mental life of the child. Immature children in the early grades, limited as they are in life experiences and lacking in the mastery of the means of expression of their thought, use more simple sentences than complex sentences. With the increase and complication of their experiences and interests, coupled with the acquisition of wider vocabularies and better mastery of the rules of language, the children in the higher grades use more complex sentences where the minor thought is subordinated to the major idea.

This investigation found at least three unmistakable evidences of the lack of language mastery, namely, incomplete sentences, overloaded sentences, and ambiguity of expression.

As was indicated in Chapter IV, the percentage of incomplete sentences decreases with each promotion in grade. Such a decrease shows clearly the continuous growth toward the development of sentence-sense. Ability to distinguish correct language forms from the incorrect patterns is gradually being developed. Until and unless a certain degree of language mastery is developed, the children are likely to mistake a dependent clause or a prepositional phrase for the expression of the complete ideas they have in mind.

Another evidence of the lack of language mastery is the presence of many overloaded sentences in the lower grades and their gradual decrease in percentage in each higher grade. This fact is clearly demonstrated by the large percentage of the run-on sentences, and of the so, then, and and sentences in the compositions of the lower grades. The immature learner of a language has not yet developed a feeling of sentence-sense and has not yet mastered the intricacies of the language forms. This results in the use of many sentences introduced by such words as and, so, or then in order to indicate their relationship in sequence and meaning to the previous sentence.

Ambiguity in expression as indicative of the lack of language mastery results mainly from the combination unrelated members in sentences and the indiscriminate use of words. The demand of mental life for adequate expression is so great and the mastery of the language so meager that numerous and different ideas are put together in a sentence without consideration of the proper subordination of thought. The indiscriminate use of words has a strikingly large percentage in this study because of the difficulty of identifying the foreign words which seem to have similar sounds and similar forms.

Some steps in language training may be suggested by way of inferences from the foregoing facts. There is a need for intensive training in the mastery of language that can cope with the demand for expression of rapidly developing ideas. The mere increase in the number of words or in the number of sentences is not desirable by itself alone. Progressive growth is significant only when it is based on a clear conception of the units of ideas and on the recognition of the major and minor ideas in a sentence. The objective to be realized would seem to be the development of clear thinking by a careful organization of ideas in terms of properly constructed sentences and logically arranged words rather than the mere increase in vocabulary or ability to write words in a given unit of time.

The attainment of such an objective in clear thinking would depend primarily upon the mastery of the essential elements of a sentence and upon the knowledge of the important aspects of composition such as structure, grammar, and mechanics.

The evidence on hand suggest that, in so far as frequency of usage is the index of values, economy of time and effort can be secured by emphasizing the training in the use and construction of declarative sentences as this type of sentence comprises about 99 per cent of all sentences used. In teaching the kinds of dependent clauses, the adverbial clause demands a greater emphasis than the other types. When the adverbial clauses are classified, more training should be given to the adverbial clauses of time, cause, condition, and purpose. The order of frequency of usage of the different types of phrases and hence the corresponding degree of emphasis that should be given to each is as follows: adverbial, infinitive, adjective, gerund, and participial....

General Conclusion

The findings of this investigation lead to the conclusion that, measured by the ability to write socially acceptable English, the training received in the four years of the primary grades is ineffective and inadequate. Unless and until the pupils can stay longer in the schools, the ability in written expression which may be developed in a period of four years can hardly possess any individual use or social value. This conclusion together with the findings of the Monroe Commission emphasizes the seriousness of the language problem in the new Republic where the future citizens of a democratic country must be trained in a school system "primarily conducted in the English language." This problem demands scientific research and experimental studies since English is now legally required to be used as the medium of instruction in all the public schools of the Philippine Islands.

J

192. JACK, Homer Alexander (Ph. D.). "The Biological Field Stations of the World: A Comparative and Descriptive Study." Cornell University, 1940, 2 vols., 515 pp.; 486 pp. Source: CHRONICA BOTANICA, IX, No. 1 (1945), p. 7.

CONTENTS

Introductory 5

The Purpose of Biological Stations 7

  Nineteenth Century Stations 7
  Twentieth Century Stations 8

The History of Biological Stations 9

  Their Increase 9
  Their Founders 10
  Their Development 10
  Their Abandonment 10

The Location of Biological Stations 11

  Ecological Location 11
  Political Location 11

The Administration of Biological Stations 12

  Sponsorship 12
  Organization 13
  Directors 13
  Finances 13
  Publicity 14

The Equipment of Biological Stations 15

- Buildings 15
- Laboratories and Apparatus 16
- Apparatus for General Biological Research . . 16
- Apparatus for Instruction 16
- Apparatus for Special Services 16
- Apparatus for Public Education 17
- Apparatus for Miscellaneous Services 17
- Library Facilities 18
- Itinerant Stations 18

The Living Facilities at Biological Stations . . . 19

- Board 20
- Lodging 20
- Cost of Living Accommodations 21
- Health and Recreation 21

Instruction at Biological Stations 22

- The Teaching Faculty 22
- Education, Academic Position and Specialization 23
- Institutional Inbreeding and Faculty Turn-over 23
- Teaching Load 24
- Educational Philosophy 24
- Advanced Instruction 25
- Elementary Instruction 25
- Combined Instruction 25
- The Courses 26
- Sciences Represented 26
- Types of Courses 26
- The Subject Matter 27
- Administrative Problems 28
- Academic Credit 28
- Tuition and Scholarships 29
- The Student Body 29
- Public Education--Aquariums 30
- Museums 30
- Botanical Gardens 30
- Public Lectures 30

Research at Biological Stations 31

- Research by Staff Investigators 31
- Permanent Staff and Program 31

Part-Time Staff and Program 32
Research by Independent Investigators 33
Research by Advanced Students 35
Facilities for Publication 35
The Supply of Biological Specimens 36
Scientific Lectures and Conferences 37

Directory of Biological Stations 39

Alaska 39
Algeria 39
Argentina 39
Australia 39
Belgium 40
Bermuda 40
Brazil 40
Bulgaria 40
Canada 40
Caroline Islands 41
Ceylon 41
Chile 41
China 41
Cuba 42
Czechoslovakia 42
Denmark 42
Egypt 43
Eire 43
England 43
Estonia 44
Finland 44
France 44
French Indo-China 47
Germany 47
Greenland 49
Hawaii 49
Hungary 49
India 49
Italy 49
Jamaica 52
Japan 52
Latvia 53
Manchukuo 53
Martinique 53
Mexico 53

Monaco 53
Morocco 54
The Netherlands 54
Netherlands East Indies 54
New Caledonia 55
New Zealand 55
Norway 55
Panama C. Z. 55
Philippine Islands 55
Poland 56
Portugal 56
Rhodes 56
Romania 56
Scotland 57
Spain 57
Surinam 57
Sweden 57
Switzerland 58
Tunisia 59
Union of Socialist Soviet Republics 59
Union of South Africa 60
United States of America 61
    Arizona 61
    California 61
    Colorado 62
    Connecticut 63
    Florida 63
    Illinois 63
    Indiana 63
    Iowa 63
    Louisiana 65
    Maine 65
    Maryland 65
    Massachusetts 65
    Michigan 67
    Minnesota 68
    Mississippi 68
    New Hampshire 68
    New Mexico 68
    New York 69
    North Carolina 69
    Ohio 69
    Oregon 70
    Pennsylvania 70

Rhode Island 70
South Dakota 70
Tennessee 71
Utah 71
Vermont 71
Virginia 71
Washington 71
West Virginia 72
Wisconsin 72
Wyoming 73
Venezuela 73
Yugoslavia 73

Illustrations:

Agassiz School on Penikese Island 2

The Laboratories at Woods Hole 18/19

Zoological Station, Naples 50

Hydrobiological Station at the Logo Trasimeno . 51

Genealogy of U. S. Biological Stations 64

Cheboygan Lake Station, University of Michigan 66/67

193. JACOBSON, Helga Eileen (Ph. D.). "Tradition and Change in Cebu City: A Study in a Philippine Provincial City." Cornell University, 1969. 288 pp. Source: DAI, XXX, 12B (June, 1970), 5337-B. XUM Order No. 70-5771.

The aims of this study are twofold. First to provide a description of Cebu City as a Philippine provincial city, and second to consider the effect of urban development on kinship, friendship, and neighborhood relationships. Both questionnaires and intensive interviewing methods were used in the collection of data. Informants were drawn from the sector of the population which can be defined as middle-class.

The findings show, that for the people who were a part of the study, the effect of urban development has been to create a situation in which family and kinship ties are stressed. This emphasis must be seen in the context of the meaning and utilisation of friendship ties, and in relation to the rural background which is still close to the urban residents. One of the critical differences between the rural and the urban environment is that the neighbourhood is no longer the primary locus for defining social relationships. In the rural setting "outsiders" and "strangers" tend to be equated and the boundaries of the community provide the basis for drawing the distinction. In the urban setting this differentiation cannot be maintained. The effect of this is that in adjusting to the urban environment people tend wherever possible to emphasize and utilise known connections. That is, they lay claim to those ties existing through kinship and create friendship connections in relation to their place of residence, work, church, or local school, so that as far as possible they avoid being surrounded by or having to rely on strangers. Maintaining a wide circle of kin and friends is crucial for almost all transactions are by preference carried out between people who have some knowledge of one another.

The strongest obligations to respond to a request for assistance of any kind are associated with the nuclear family but all ranges of kin are potentially available and may be called on. Preferences for services, which were established with reference to hypothetical examples, reflect this pattern. People most frequently express a preference for kin both within and outside the household. How realistic these preferences were was assessed in relation to the availability of kin in relation to household membership and residence patterns. Indicative of the nature and extent of kinship obligations is the fact that 52.7% of the households had extrafamilial kin resident in them. In addition the majority of informants live within easy reach of their siblings and frequently of a wider range of kin as well. The urban household is by no means isolated as a unit or geographically. The fact that many informants still live in the area in which they were born contributes to this situation. Where people do move they frequently move within the same area. People who move to the city tend to come with or to relatives. Friends and neighbors play a much smaller role in relation to the expression of preferences for aid; when they do appear it is frequently as a second choice.

The emphasis on kinship ties can be further explained with reference to the different obligations involved in kinship and friendship ties respectively. With regard to kinship an obligation is by definition involved, and the closer the relationship the stronger the obligation. In relation to friendship ties this situation must be initiated and often, rather than take on additional responsibilities, people prefer to be indebted to kin. The kind and degree of indebtedness also varies with the relationship, and the situation, and is defined according to the transaction involved. The emphasis on kinship ties must therefore be seen as part of the complex network of relationships and obligations involving both kin and non-kin.

194. JAYME, Josefina Bulatao (Ph. D.). "Demographic and Socio-Psychological Determinants of the Migration of Highly Trained Filipinos to the United States." Carnegie-Mellon University, 1971. 143 pp. Source: DAI, XXXII, 5B (November, 1971), 2986-B. XUM Order No. 71-26,911.

The demographic and socio-psychological factors underlying high-level migration from the Philippines to the United States were studied by means of responses to a questionnaire completed by 319 Filipino graduate students in the U.S.

Stepwise regression showed three variables to be the best predictors of migration intentions:

a. Anchorage, or the number and nature of ties binding a person to his homeland.

b. Perception of Comparative Opportunities, or a person's valuation of relative economic, social, and professional opportunities in the Philippines and in the United States.

c. Source of support for U.S. study.

Regression equations for the migration intentions of even- and odd-numbered respondents were developed using these three variables as predictors. Multiple correlation coefficients of .61 and .62 were obtained; the correlations exhibited little shrinkage (.01 and .04, respectively) in double cross-validation analysis. The model developed on even respondents correctly predicted the migration intentions of 73.7% of odd respondents; the model developed on odd respondents correctly predicted the migration intentions of 75.5% of even respondents.

The three predictor variables proved in addition to be useful intervening variables; they were able to account for 16 of the 22 other significant correlations with migration intentions.

"Push" factors from the Philippines were found to be more relevant to migration than "pull" factors from the United States; valuation of the Philippines was consistently a better predictor of migration than nature of experience in, or attitudes towards, the United States. Respondents tended to evaluate the Philippines less favorably than the U.S.; they also tended to identify more strongly with the U.S. than with the Philippines. These findings apparently put the responsibility and capacity for curbing skilled migration on the Philippines.

195. JENSEN, Khin Khin Myint (Ph. D.). "The Chinese in the Philippines During The American Regime: 1898-1946." University of Wisconsin, 1956. 415 pp. Source: DAI, XVI, 11 (1956), 2143. XUM Order No. 19,099.

The Chinese in the Philippines constitute the largest group of non-Philippine citizens, the ratio being about one Chinese to one hundred and fifty Filipinos. As in Spanish times so during the American occupation, the Chinese played an important role in the Philippine economy; as late as 1947 they controlled about 37% of the Philippine trade.

Any alien group having such a large share of a country's trade naturally arouses the resentment of the native population. The purpose of this study is to investigate the problems concerning the Chinese community during the American rule. These problems are age-old ones. During the Spanish rule, the Chinese suffered periodic persecutions, could live only in certain restricted areas, and were tolerated because of economic necessity. American authorities, however, were considerably lenient toward the Chinese who now extended their activities into every sphere of Philippine business, thus becoming the dominant factor in the retail trade.

Three major questions confronted the American administration in their relations with the Chinese community. One was the immigration problem. The Chinese Exclusion laws of the United States were extended to the Philippines to prevent mass immigration of the Chinese. Despite this law, illicit Chinese immigration was a constant problem. A new immigration law promulgated in 1940 gave the Chinese a flat quota of 500 per year, but the Japanese war interrupted the smooth operation of this law.

The importation of Chinese laborers was the second major issue. During Spanish rule the Chinese were admitted for unskilled labor and agriculture but during American administration, Chinese labor was opposed for fear that it would mean unnecessary competition for Filipino laborers.

The third major question concerned the Chinese role in the Philippine economy. This significant problem still looms large in the horizon of even the poorest Filipino. The Chinese have organized their own banks which enable them to finance numerous foreign and domestic enterprises. Chinese chambers of commerce provide a means of action in business and civic affairs. These opportunities came only with American rule.

Certain political, social, and cultural factors affecting the Chinese have also been examined. A description of their role in the Philippines during the Japanese war has been included to show that in time of adversity, Filipinos and Chinese did co-operate. A brief epilogue highlights the present problems confronting the Chinese community.

One of the major conclusions reached by this study is that the Chinese benefited greatly in the transfer from Spanish to American rule. No longer were they subject to periodic persecutions; they could live and travel anywhere in the Islands, establish Chinese schools, and publish their own newspapers. Another conclusion is that the Chinese have greatly influenced Philippine civilization.

Although Chinese money and initiative has aided Philippine economy and the two nationalities collaborated during the Japanese war, Filipinos still resent the role of the Chinese in their economy. Nationalization bills aimed at legislating the Chinese out of business have been introduced in the Philippine legislature. The situation requires delicate handling; only by patience, caution, and understanding can a permanent solution of the issues be reached.

Records of the Bureau of Insular Affairs in the National Archives and the *United States Philippine Commission Reports* are the chief sources for the major portion of this study. Mr. Chu Pei-chen's unpublished manuscript, "Chinese and the War in the Philippines," and the *Fookien Times Yearbooks* were also very helpful for information concerning the domestic life of the Chinese community in the Philippines.

196. JESENA, Florinda M. (Ph. D.). "A Study of the Problems and Guidance Needs of Adolescent Girls Attending Catholic Boarding Schools in the Philippines." Fordham University, 1956. 433 pp. Source: Eells, p. 121; and Dissertation, pp. 349-352.

Florinda M. Jesena

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this investigation was to make a study of the problems and guidance needs of adolescent girls attending Catholic boarding schools in the City of Manila and its environs in order to obtain data for a practical guidance program.

Specifically, the survey purported to answer the following questions:

1. What were the student problems and needs in the area of religious guidance in Catholic boarding schools for girls in the Philippines?

2. What were some of the moral difficulties of adolescent girls in these boarding schools?

3. To what extent was educational guidance provided in these schools?

4. Did these schools give the girls assistance in the choice of their vocation or future life work?

5. Were these schools preparing the girls for effective social living?

6. How did adolescent girls in these Catholic boarding schools spend their leisure time?

7. What provisions did these schools make for the health and physical welfare of their students?

8. What were some of the topics about which adolescent girls in these Catholic boarding schools desired to be better informed?

9. What were some of the factors that frequently disturbed these Filipino adolescent girls?

The subjects participating in the present study were 1,259 senior high school girls in attendance at eighteen Catholic boarding schools located in the City of Manila and its environs. The fourth-year high school enrollment of these schools ranged from 150 to three with an average enrollment of seventy. Six schools had fourth-year high school enrollment of more than one hundred.

The method of investigation employed was the normative survey. A carefully constructed check-list was designed for the purpose of obtaining responses from 1,259 participating subjects with regard to student problems and guidance needs.

The investigator wrote a letter which made an appeal to the students for cooperation and assured them that the information revealed in the check-list would be safe-guarded from perusal by the respective school authorities. The body of the student check-list consisted of a preliminary section for the purpose of acquiring specific data about the subjects participating in the investigation and seven major divisions pertaining to seven phases of the guidance program; namely, religious guidance; moral guidance; educational guidance; vocational guidance; social guidance; leisure-time guidance; and health guidance. The check-lists were administered in each of the eighteen cooperating schools during the months of August and September through the help and assistance of the Episcopal Commission on Education and Religious Instruction in the Philippines.

The age range of the girls was from thirteen to twenty-two years and the mean age was fifteen years and nine months. The religious affiliation of the great majority of the subjects (97.6 per cent) was Catholic.

The father in 93.96 per cent of the homes, and the mother in 96.56 per cent were Catholics. On the basis of the Goodenough Revision of the Barr-Taussig Scale, the socio-economic status of 35.03 per cent of the families was in Group I, which represented the professional class and 35.19 per cent in Group II, which represented the semi-professional class and managerial class. More than one-tenth or 10.8 per cent were in Group III, comprising clerical and skilled workers. Only 5.64 per cent were in Group IV (semi-skilled and minor clerical), Group V (rural owners), and Group VI (slightly skilled occupations). More than one-fourth or 27.88 per cent of the mothers worked outside the home for gain.

With regard to the length of time the subjects had attended their respective school at the time of the investigation, 66.87 per cent had been in attendance at their respective school from less than a year to six years, while 31.7 per cent had attended their present school from seven to twelve years. Regarding the total number of years spent in a Catholic school, 36.62 per cent had attended a Catholic school from less than a year to six years and 58.78 per cent had been attending a Catholic school from seven to twelve years.

When all the data had been assembled, student responses to the items in the check-list were tabulated and organized into workable tables. Data were tabulated for the entire group of subjects since results were desired only in terms of the whole group. No comparisons between schools were made.

197. JIMENEZ, Carmen Tombo (Ed. D.) "A Proposed Student Personnel Program for the Philippine Women's College, Iloilo City, Philippines." Teachers College, Columbia University, 1951. 283 pp. Source: Eells, p. 122; and TCCU DIGESTS (1951), pp. 295-296.

The main purpose of this study is the identification of the needs of students at the Philippine Women's College in Iloilo and the discovery of the ways and means by which these needs can be met through an organized student personnel program.

Its completion was made possible by the joint cooperation of the students, faculty, and alumnae of the College.

The methods and procedures employed included the study of literature on guidance, several interviews with heads of guidance programs in various American schools and colleges and analysis of replies to questionnaires that were sent to students, faculty and alumnae of the Philippine Women's College.

Carmen Tombo Jimenez

This study is divided into three parts. Part One contains four chapters. The first chapter states the problem, the purpose and the hypothesis of the study. Chapter II sets forth the historical background, development and philosophy of the College. It points out the problems and difficulties that may be met in developing a guidance program there. Chapter III pictures the situation in the College today, especially as it has been affected by the War. In Chapter IV are discussed the resources of the College and community that can be utilized in a program that will best meet the present and future needs of the students who are now in college.

Part II consists of two chapters. Chapter V presents the characteristics that are essential to an effective guidance program. Chapter VI describes the personnel programs of Vassar, Sarah Lawrence and Brooklyn Colleges, as well as those of Mamaroneck, New York, and Orange, New Jersey, high schools.

Part III, which is the real body of the study, contains five chapters. Chapter VII brings to the fore the problems as shown in the replies to the questionnaire that were sent to 233 students. These responses reflect the conditions that make a personnel program necessary at the College. Chapter VIII suggests plans and activities that will meet the needs of the teachers for in-service training for a guidance program. Chapter IX discusses in detail the proposals for the organization, administration, and coordination of the services of the new program. These services will provide for the selection and admission of students to college, orientation of the students to the educational environment, health services, counseling services, social program and organization of group activities, financial and placement services, housing program, extension of college activities into the community, remedial assistance in reading, and research and evaluation. Chapter X makes recommendations for immediate and future action in carrying out the proposals. Chapter XI, the conclusion, advocates the use of the democratic process in giving the members of the staff and all those concerned with the College an opportunity to participate in the planning and execution of the personnel program.

198. JIMENEZ, Frine Florendo (Ed. D.). "Recommended Standards for Standardized Testing in the Division of City Schools, Manila, Philippines." Indiana University, 1960. 130 pp. Source: DAI, XXI, 3 (September, 1960), 497. XUM Order No. Mic 60-3004.

Problem

The major purpose of this study was to formulate and validate a set of standards which could be used as a guide in developing a program for standardized testing in the public elementary and secondary schools in the city of Manila.

Procedure

A check list of practices in standardized testing as revealed in current literature was developed and constructed. The check list was sent to the superintendent of schools in each of 20 cities in the United States, with the request that it be completed by the person responsible for the city's testing program. The respondents were asked to rate each practice in two ways: first, to give their opinion of it, and second, to rate its use in their testing program. From the number of actual returns (95 per cent), mean ratings for each item in Opinion and Use were computed. Practices that were judged as either essential or fair and were used either generally or half of the extent to which they could be used were selected in proposing standards for standardized testing in the city schools of Manila. The practices selected were submitted to a jury of experts in the Philippines for evaluation.

Findings and Conclusions

Among the practices considered essential to a good testing program were:

1. The testing program is adequately staffed with qualified personnel headed by a director who is administratively responsible for it.

2. The planning of the program and the selection of tests is a joint responsibility of committees.

3. Tests are selected on the basis of their validity, reliability, and adequacy of purpose.

4. The program includes measurement in intelligence, achievement, aptitude, interest, and personality.

5. Provision is made in the city schools budget for the testing program.

6. A specialist in testing is available to the schools served by the program.

7. An in-service program in measurement is available to the schools served by the program.

8. Provision is made for individual testing as needed.

9. All tests are carefully administered and accurately scored, and results are skillfully interpreted.

10. Test results are used for such purposes as classification of pupils, individual appraisal, diagnosis and remedial work, individualization of instruction, counseling and guidance, curriculum revision, and educational research.

11. Test results are made available to all teachers, the counseling staff, and the administrators concerned.

12. Test results with proper interpretation are reported to parents and pupils only in a counseling situation or in individual conferences.

13. A systematic record system is maintained.

14. A central filing system under the supervision of the counselor is maintained.

199. JOHNSON, Elmira Layague (Ph. D.). "The Performance of Filipino College Freshmen on the School and College

Ability Test." University of Wisconsin, 1962. 92 pp.

Source: DAI, XXII, 11 (May, 1962), 3922. XUM Order

No. 62-2246.

The purposes of this study were to ascertain the correlations between SCAT scores and college grades of Filipino freshmen, to compare performances of Filipino and American students on the SCAT and to ascertain the difficulty level of the test items for Filipino freshmen.

The SCAT was administered in standard manner to 140 male and female college freshmen at Silliman University, and their grades in English, mathematics, and total grade-point average were secured.

The following correlations were obtained:

a. Verbal score and English grade .67.

b. Quantitative score and mathematics grade .68.

c. Total score and total grade point average .76.

These correlations are as high as those reported in American studies.

Though the correlations were positive and relatively high, the mean scores of the Filipino students were much lower than those of American students, the mean scores of American students and Filipino students being respectively 32.12 and 18.50 in Verbal, 32.09 and 19.33 in Quantitative. The lower Filipino scores are attributed to problems connected with the Filipino educational system, particularly in English. Further, the Filipino students, having less facility in English, were probably penalized by the time limits of the test.

Most items of the SCAT proved difficult for the Filipino students. Many students omitted items and the percentage correct of those answered was generally low. The mean percent of items omitted by each student in the four subtests, Part I (Sentence Understanding), Part II (Numerical Computation), Part III (Word Meanings), and Part IV (Numerical Problem Solving) was 7%, 8%, 3%, and 19% respectively. The mean percent correct of the items answered for Parts I, II, III, IV was 27%, 46%, 36% and 40% respectively.

The significance of this study is in its relevance to the urgent need for better guidance of Filipino students, including the use of college aptitude tests. The evidence in this study indicates that the SCAT might be adopted for use in Philippine secondary schools or in fall testing of university freshmen.

200. JUAN, Isabel R. (Ph. D.). "A Factor Analytic Study of Personality and Ability Tests Currently Used in the Philippines." Loyola University of Chicago, 1967. Source: CDI (1861-1972), XXXV, p. 289.

201. JULIANO, Clemente P., Jr. (Ph. D.). "Some Selected Factors Associated with Empathic Ability of Farm Management Technicians in the Philippines." Cornell University, 1972. 301 pp. Source: DAI, XXXIII, 10A (April, 1973), 5460-A. XUM Order No. 73-10,122.

This study explored some selected concomitants of empathic ability among farm management technicians (extension workers) in the Philippines. Empathic ability is assumed to be related to the success of the farm management technician's extension programs.

From several measuring instruments for empathic ability, the Hogan empathy scale was adopted ("Development of an Empathy Scale," by Robert Hogan, Journal of Consulting and Clinical Psychology, vol. 33, no. 3 [1969] pp. 307-316), because of its claimed validity and reliability, and the ease of administering it. A separate and independent standard item analysis of the scale, including validity (through the use of an outside criterion) and reliability tests were conducted with independent samples. The results were positive and significant.

Through a pre-tested and group-administered questionnaire, data were collected in 14 randomly selected provinces in three strata of the country. On a country-wide basis, the universe was made up of about 2100 technicians, 523 (or 24.6 percent) of whom constituted the sample size. About nine percent of the sample were females. Since this was a small proportion, they were excluded in order to control the sex variable. The final sample size was 476 male technicians.

The following categories were the independent variables: 20 biographic and 26 job-related factors, six selected job values, seven role items, two job involvement measures and 50 training item needs. The respondents were requested to react to the importance of each training need item to his effectiveness and the level of training needed for the same. The total number of independent variables investigated in relationship with empathic ability were 161.

Eight out of 20 biographic factors showed significant association with empathic ability, but only three out of those eight attained significance in terms of their predictive attribute on empathic ability. Twelve of the 26 job-related factors showed significant association with empathic ability, but only six of the twelve attained significance in terms of strength of association. Only four factors out of six showed a predictive attribute on empathic ability through step-wise regression analyses.

Two of the six job values and two of the seven role items showed significant association with empathic ability. Two measures of job involvement showed significant correlation with empathic ability, the two measures being significantly intercorrelated with each other.

Of the 50 training item needs classified into categories of a selected taxonomy, 29 items (in terms of their importance to the technician's effectiveness), showed significant association with empathic ability and all towards a positive direction. Twenty-three need items showed predictive attributes on empathic ability. In terms of the degree of training needed for each need item, fifteen out of the 50 items showed significant association with empathic ability; five out of fifteen showed predictive attribute on empathic ability. Four out of the five were towards the positive direction. Empathic ability seemed to be enhanced indirectly through exposure in training activities.

The utility of the significant results of the study may be applied in the selection, recruitment, and training of extension workers. There is high probable applicability in terms of improving work situations, supervisory demeanor and administrative procedures. Likewise, the study may find applicability in improving extension action programs. Further research on empathy of functionaries in planned change are also implied.

The probability of generalization of the results for the whole of the extension agency in the Philippines is high; it may also be extended to other agencies with similar functions here and in other developing countries with similar conditions.

202. JURADO, Leonarda Martinez (Ph. D.). "Group Work as an Effective Approach for the Improvement of In-Service Education of Teachers in the Philippines." Cornell University, 1953. 304 pp. Source: Eells, p. 122; and Dissertation, pp. 259-269.

SUMMARY OF THE STUDY

This study is concerned with the development of basic procedures for group work which might be effectively incorporated in the in-service education programs for teachers in the Philippines. In order for the writer to secure an initial understanding of the nature of group work and its implications as a method of approach for the professional growth of teachers and administrators in the Philippines, she started with a survey of the current educational literature through which she was able to trace the origin and growth of the group work movement in the United States. The in-service education procedures of this country two decades ago are similar to those generally found in the Philippines today. The trends in the group work movement in the United States as they developed to their present status were found to have some significant implications for the approach to group endeavor that might be attempted by educators in the Philippines.

Through further survey of the literature, the writer became acquainted with certain types of in-service programs in the United States in which the group work approach has been utilized. They were divided under four major categories and were described as Workshops, Local Study Groups, Work Conferences, and Faculty Meetings. These programs were not completely typical of all the cooperative types of in-service activities that have been used with success in this country. They broadly represent, however, the working method for group endeavor as tried by educators of the United States with special consideration for the conditions under which the group experiences developed and thrived. The following criteria served as a basis for the selection of the programs described:

> That the program be typical of what the school system in the Philippines might hope to accomplish, or of the problems they would doubtless encounter under roughly similar conditions and purposes.
>
> That the pertinent elements in each situation within which the group activities were conducted be applicable to the Philippine setting.
>
> That the narratives give some cues as to the factors that bring about cooperative participation among people in order to provide a better understanding of the nature of the group work.
>
> That the several accounts taken together afford a relatively complete picture of how the process of group work for the professional growth of educators can contribute to the needed changes in the school practices.

In order to gain a deeper insight into the nature of group work, the writer attempted an analysis of these four types of in-service programs described. Taken as a whole, they revealed a number of characteristics which differed with particular school situations in terms of their local needs and limitations, the level of experience and training of the participants, and the nature of the problems considered significant for study. Common features of the programs were threshed out in order to justify some generalizations on the method of group work approach to the in-service education of teachers. These in-service programs exhibited the following outstanding characteristics:

1. There existed an interesting relationship between experienced teachers and the school systems to which they belong on one hand and the institutions of higher learning to which they turn for special assistance on the other.

2. Deliberate attempts were made to relate the group activities provided in the programs to the expressed drives and purposes of the participants.

3. The programs provided cues as to the common factors that were responsible for bringing cooperative participation among people who are involved in the in-service activities.

For a more realistic conception of what actually takes place in cooperative types of in-service activities, the writer ventured to participate in three different types of in-service programs during the summer of 1952. The final decisions on the choice of the programs were based upon the following considerations:

1. That they should guarantee a variety of organizational approaches.

2. That they should demonstrate different kinds of situation and group activities similar to those previously identified and cited in the review of literature.

The in-service programs selected were: The Workshop in Higher Education at the University of Minnesota, the Work Conference for the Professional Development of the School

Staff at Cornell University, and the Regional Workshop sponsored by the Association for Supervision and Curriculum Development at Jackson's Mill, West Virginia.

In order for the writer to become familiar with the actual conditions surrounding the operation of the in-service activities, the directors of the programs extended to her the special privilege of observing and participating in as many group activities as appeared expedient to her purposes for the pursuit of this study as well as for the promotion of her own professional growth. The writer's participation in the various processes of group endeavors developed in her a greater sensitivity to the conditions favoring the group work approach and the extent to which they were utilized in securing cooperative endeavors among various groups involved in the programs.

In preparation for these three practical experiences, the writer developed a guide which helped her locate the essential elements involved in the organization and operation of in-service programs and aided her in determining the significant factors favoring cooperative action. This guide also served to focalize the essential points to be considered in the presentation of the narrative accounts of the three experiences.

The presentation in this study of each in-service program included a narrative report of the organizational problems and working methods in setting it up. This was immediately followed by a broad identification of the significant types of working relationships which were pursued in the operation of each program. Lastly, an attempt was made to present an analytical discussion of the significant forces which influenced the cooperative action of the participants in each program.

Each of the three in-service programs in which the writer participated embodied certain distinctive characteristics as an endeavor was made to adapt the program to the circumstances under which it evolved and thrived. Each seemed to possess distinct advantages for particular purposes and situations. These factors tended to show that there can be no one specific and definite pattern of in-service program that could be readily offered to people interested in setting up a similar type of activities.

The Workshop in Higher Education which was held at the University of Minnesota and sponsored by the North Central Association, represented a cooperative type of group endeavor which demonstrated the values of securing close inter-institutional cooperation among Liberal Arts colleges. The program tended to draw voluntary membership of participants who were more or less homogeneous in character. They came with problems committed to institutional projects. It was therefore relatively easy for them to work together and to get a measure of common agreement as to the purposes and methods to be pursued and attained by each participant. The experiences of the participants in this workshop pointed to the advantages of having definite plans whereby they could be led to clarify their purposes before they pursued their projects. The flexibility of the group activities and the extent of participation and democratic leadership provided for the members of the workshop were some of the outstanding factors that contributed to effective group action in the workshop.

The Work Conference sponsored by Cornell University was set up entirely for administrators of New York State and exemplified the type of leadership generally assumed by educational institutions. They stimulated the interest and support of administrators in their responsibility to initiate and carry out the activities designed for the professional development of their school staff. The appeal of this program for administrators depended on the extent to which the problems for cooperative study represented their immediate drives and purposes. The problems faced by administrators tended to be relatively similar, hence, a pattern of working cooperative relationship was readily developed. The deliberate provision in the group activities for formulating plans which called for full utilization of the administrators' own local resources was a potent force in securing cooperative endeavor among the participants.

The Workshop in Jackson's Mill, West Virginia, was under the sponsorship of the Association for Supervision and Curriculum Development, a national organization which takes active interest in curriculum research projects at the local, State and regional levels. Two regional groups in the ASCD took the initiative of organizing the Jackson's Mill Workshop which drew participants from a wide geographical area and included many school systems representing diverse situations. The specific commitments made by the ASCD headquarters for the type of assistance it endeavored to give to the various affiliated ASCD groups paved the way for mutual understanding and acceptance of responsibility of each entity for effective cooperative action. The heterogeneous character of the problems presented for study added difficulties in the way of achieving agreements as to common focus or method of attack on problems brought in for study. The existence, however, of a well defined framework for group endeavor was a basic factor in fostering smooth working relationships among the various groups represented in the workshop.

The differences that were observed in the three in-service programs in which the writer participated were concerned with the general nature of the program, the sponsoring agency, and the types of participants invited to attend. Attempts were made by the writer, however, to pull together the main pertinent elements in the in-service experiences which have significant bearing on the development of a basic approach to group work for the improvement of the education of teachers in service in the Philippines. The following is a summary of some basic considerations in the approach to group work which might be attempted by Philippine educators:

1. Leadership in the education of teachers in service is a shared responsibility. The main approach to the problem of developing a cooperative type of in-service program for teachers could be secured through the establishment of working relationships with various groups who are concerned with the professional growth of teachers in the Philippines. They broadly include the teachers, the local administrators, the province superintendents, and the teacher education institutions. The extent of responsibility assumed by each of these entities depends on the extent of participation that might be provided by an in-service program. Suggestions for the possible role and responsibilities that these Philippine leaders in education might assume

when approaching the group work experience were briefly explored and presented.

2. The purposes and concerns of the participants give the impetus for the approach to group endeavor. The positive response for cooperative attempts is largely conditioned by the origin and type of problems presented for study. For the teachers in the Philippines, the typical school setting has a basic influence in determining the extent of cooperative endeavor. The best motivating forces affecting cooperative endeavor for educators in the Philippines would be:

    1. Those problems that arise from real teaching situations and which grew out of experiences in their jobs.

    2. Those problems which might be generally viewed in the light of achievements that teachers would want to make for themselves and for their schools.

3. There are certain basic understandings, attitudes, and abilities which are developed in individuals who are actively involved in cooperative types of inservice programs. These are presented by the writer in a brief analysis with the hope that as a result of her participation in group endeavor, the lessons she derived from her experiences may help educators in the Philippines to achieve deeper insights and understanding of the ways and results of group work.

Teachers and administrators in the Philippines need a social orientation to the nature of the group work. They are relatively new to the cooperative and democratic adventures in education. In order for them to develop an effective approach to the group work in in-service education programs, they need special considerations before democratic procedures may be adopted. The writer has therefore attempted to summarize a set of principles which might serve as criteria in guiding the efforts of educators in the Philippines in the development of group work in the in-service education programs.

In the final phase of this study the writer developed certain basic techniques of operation for group work which might be effectively incorporated in the in-service education of teachers in the Philippines.

K

203. KAPILI, Bernabe H. (Ph. D.). "Philippine Cultural Features: The Extent to Which They are Reflected in Reading Selections and the Role of These Features in Education and Textbook Preparation." New York University, 1968. 243 pp. Source: DAI, XXX, 1A (July, 1969), 210-A. XUM Order No. 69-11,756.

This study aimed to find out the cultural features of Philippine society, to investigate the extent to which these features were reflected in reading selections for secondary schools, and to help formulate a philosophy of education that is responsive to the needs and aspirations of the Filipino people.

The study utilized three major disciplines--sociology, education, and philosophy--but its focus was on general principles for the preparation of textbooks, making them meaningful to students and suitable to the country's needs. This new approach to textbook preparation aims to eliminate the gap between school and society and orients the student to the values of his own culture before enriching himself with cultural offerings elsewhere.

As first part of the study, the investigator set up a checklist of Philippine cultural features abstracted from completed works. The checklist, consisting tentatively of 65 statements, was submitted to a panel of judges for validation, and a revised checklist was prepared thereafter.

The final checklist of 55 statements--each statement introduced by a key phrase followed by a brief explanation--was grouped according to Nostrand's Emergent Model with the help of Murdock's Outline of Cultural Materials and Parsons' levels of social organization. The statements fall under four categories: the culture, the society, the individual, and the ecology. The checklist shows common cultural patterns and practices of lowland Christian Filipinos but does not take into account subcultural variations.

For the second phase, the investigator analyzed and evaluated each selection in the final sample in terms of the cultural checklist. The selections were graded A, B, or C, according to the degree each satisfied certain criteria. The result of the analysis shows that the four-volume Philippine Prose and Poetry series does not reflect the country's cultural features extensively. For example, the selections tend to consistently romanticize the countryside but seem to have neglected industrialization and technical change.

On the third phase, the investigator discussed the function of textbooks in relation to the nation's cultural needs. A review of the aims of Philippine education was made, major guidelines in textbook preparation and evaluation were identified, and a synthesis of publishing principles applicable to the Philippine situation was formulated.

Finally the investigator showed how the three factors--culture, textbook, and education--could help establish an educational philosophy that meets the people's orientations and demands. The findings of the study confirmed the hypothesis that culture and education are characterized by various goals, which when understood, serve to give clearer policies by which these goals could be strengthened or modified.

The outcome of the study and its expected contributions to education may be summarized as follows:

Bernabe H. Kapili

1. A checklist of Philippine cultural features.
2. Criteria for culture-oriented textbooks.
3. Guidelines in the preparation of instructional materials.
4. Some principles pertinent to the interrelationship of culture, textbooks and education.

Aside from these, it is felt that Americans who are preparing to participate in Philippine culture in any capacity will find this study of special value.

A practical outcome of the study would be the preparation of reading materials that carefully consider the country's cultural values. Books of this kind are essential in the Filipinos' search for meaning and national identity.

204. KAPILI, Lily Vasquez (Ph. D.). "Grammatical Features Identified by Sector Analysis: Their Use as Criteria for Determining the Suitability of English and American Poetry for Filipino Second Language Learners." New York University, 1970. 217 pp. Source: DAI, XXXI, 7A (January, 1971), 3533-A. XUM Order No. 70-26,426.

This study aimed to make a linguistic analysis of the grammatical features involved in selected English and American poems of the seventeenth and twentieth centuries and to formulate syntactic principles that will identify the probable grammatical interference freshman college Filipinos experience when studying the text of these poems and help determine the linguistic suitability of these poems for second-language learners.

The investigator did a three-point comparative analysis. First, the written grammatical features of the fifty poems selected through random sampling from six textbooks currently adopted in freshman college courses in the Philippines were identified by sector analysis. The analysis resulted in a list of twelve syntactical combinations consistently used in the fifty poems and produced a hierarchy of grammatical complexity (from the most complex to the least) determined by the percentage of nesting relationships and transformations.

Second, the identified grammatical combinations in the poems were compared with the grammatical patterns taught in Philippine high schools identified and analyzed from four language textbooks used. This contrastive analysis brought to light the basic structural similarities and differences between the grammatical features taught and the combinations involved in the selected poems as well as the most unusual combinations in the poems that may prove difficult to Filipino learners. The analysis also showed that the structural patterns presented in the four language textbooks are not sufficient to meet the linguistic demands of most of the selected poems.

The hierarchy of grammatical complexity of the fifty poems examined against the Filipino student's command of English retains its range in the same order. The poems on the top of the hierarchy of complexity may prove the most difficult linguistically and those at the bottom the least difficult for a Filipino learner.

Third, the patterns involved in the poems were compared with the grammatical features of Pilipino (the national language of the Philippines) determined by a review of the research done by foreign and Filipino scholars. This final comparison revealed that the top 33 poems in the hierarchy of grammatical complexity showed a strong interrelationship among major elements:

a. The unusual combinations or deviations from the sector spectrum were not taught in high school.

b. These deviations were the most difficult patterns for Filipinos.

This study offers the following principles for English language teaching to Filipinos as it relates to appreciation of English and American poetry:

1. A close relationship between English language teaching and the teaching of English and American literature would call for a serious consideration of the linguistic complexity of English and American poems included in required literature textbooks in relation to the English language skills of the students.

2. It may be worthwhile to consider the place of poetry in language teaching. Poems provide opportunities for experiencing the unusual arrangements that signal associated connotations which cannot be achieved in ordinary content-substitution drill in language lessons.

3. A good comparative analysis of the structural patterns involved in the poems and the patterns mastered by the Filipino student examined comparatively with his native language should precede any selection of poems based on linguistic philosophy. The comparison will reveal unsuspected linguistic difficulty in poems with seemingly simple structural patterns.

This study is important not only to the Philippines but also to other nations whose people are second-language learners in English interested in their own problems in English and American poetry. It may be of special significance to American teachers in the United States who themselves wish to know the possible ambiguity English native speakers may experience in the unusual utterances of the selected poems.

205. KHUNMUANG, Samrit (Ed. D.). "A Study of the Training Program at TUFEC (Thailand UNESCO Fundamental Education Center)." Cornell University, 1965. 174 pp. Source: DAI, XXVI, 2 (August, 1965), 846. XUM Order No. 65-6971.

Samrit Khunmuang

Community development has become a world-wide movement within the past two decades as the less developed countries of the world have striven to find ways to help their people improve their living conditions. How Thailand has shared in this general interest in village improvement and the type of training necessary to prepare competent village workers for Thailand is the subject of this thesis.

The philosophy and techniques of fundamental education and community development in general are discussed in relation to the particular geographical, demographical, and cultural situation in the Kingdom of Thailand. Training programs for community development workers in nearby countries--the Philippines, India, and Burma--are compared with those that have been attempted in Thailand.

The primary site for training community development workers in Thailand since 1954 has been at TUFEC, the Thailand UNESCO Fundamental Education Center. With changes in governmental administrative patterns and the completion in 1961 of the original basic training program which has been aided by several United Nations specialized agencies, the future and function of TUFEC requires consideration. The specific aim of this thesis is to suggest improvements in the curriculum of TUFEC and modifications in its administrative structure.

As an aid in evaluating the past training program at TUFEC, an opinion survey was made of the 1961 graduating class, which had completed its campus study and was engaged in the village training program. Using these findings and the writer's own observations and experience as a TUFEC instructor plus the insights gained from foreign travel and study, several proposals for TUFEC's future are made. It is recommended that the two-year training course be retained as the core curriculum, but with considerable modification, especially as it relates to the emphasis given to agriculture. The importance and curriculum of a new training course of community development supervisors is presented. Other educational approaches, as yet little or never used in Thailand, such as summer school, correspondence courses, and extramural courses are proposed as needed parts of the revised TUFEC training program.

Finally, the writer strongly recommends the establishment of some system to closely relate the local community development workers with their alma mater, TUFEC, similar to the relationship of extension agents in the United States with their state colleges, for the mutual benefit of both TUFEC and its graduates.

206. KOLK, Raymond Francis (Ph. D.). "The Organizational Structure of Education in the Philippines with Special Reference to the Status and Authority of Diocesan Superintendents Relative to Catholic Secondary Education." University of Notre Dame, 1965. 272 pp. Source: DAI, XXVI, 10 (April, 1966), 5821-5822. XUM Order No. 65-14,612.

This descriptive survey is an examination of the questionnaire returns of 24 diocesan superintendents on the status of their office and the nature and extent of their delegated authority. The investigation represents a study of diocesan school administration in selected ecclesiastical areas of the Philippines, as determined through activities carried on by the superintendents. The superintendency has developed over the past twenty five years in the wake of the growth of Catholic education, and the subsequent need for the exercise of control and leadership on the part of the ordinary of the diocese, generally expressed through a delegated official, the Superintendent of Catholic Schools.

The limitations of this investigation are the following:

1. Only Catholic secondary schools which have their origin through the initiative of diocesan (parish) authorities, religious societies of men and women, or lay Catholics of the diocese, over which some supervision is exercised in school matters, are considered in this study.

2. No attempt is made to pursue this study as it relates to elementary or to higher education, nor to schools of a special character, such as seminaries, convents, charitable institutions and schools for the handicapped.

Materials used in the investigation to establish the historical background of the superintendency, and to place the office in the proper relationship which it has to the particular Bureau of Private Schools, under whose legal authority and direction the private schools now in the Philippines operate, are the following: historical sources relative to the educational system and its operation as well as to the development of the superintendency in Catholic dioceses; public documents which have been issued by the Department of Education or its bureaus, as well as those which have been commissioned in special studies of the educational system; general literature on the administration of the national, public and private school systems; specific literature which has relationship to the field of Catholic secondary school administration; interviews with persons connected with the Catholic secondary and diocesan schools in the Philippines; and the questionnaire responses of a selected group of diocesan superintendents.

The plan followed in this investigation proceeded from an introduction in which the background, the purpose and limitations of the problem were set forth, to four subsequent chapters. Chapter II laid the foundations of the study by describing the Philippine educational system as it is organized on a national scale. The educational system, peculiar to the Philippines, involves a two-fold bureau under a Secretary of Education, one bureau with jurisdiction over the public schools and another exercising delegated authority over the private schools. It is within the framework of the Bureau of Private Schools that the Catholic schools operate as explained in Chapter III.

Chapter IV is a study of the data received through the questionnaire responses presented under four particular headings indicating the activity and demonstrating the relationship of the superindendent with the diocesan schools under his direction, namely: planning, executing, interpreting and evaluating the diocesan school program. Chapter V concludes the study and is devoted to conclusions and recommendations.

On the basis of the questionnaire responses in determining the status of the superintendent and the nature and extent of his authority, the following conclusions are drawn:

1. In planning the diocesan program for secondary schools his attention is given primarily to the religious aspects and not to the general courses of study which are controlled in their content and assignment by the Bureau of Private Schools.
2. In executing the educational program through liaison services and supervision, his activities are determined to a great extent by custom, traditional privilege and the ownership of the schools. Controls are set up through the superintendence and are exercised more over the diocesan and/or parish schools than over the lay and religious-owned institutions.
3. In interpreting the diocesan program his activities are centered upon the proper observance and promotion of diocesan regulations and general compliance with the principles of Catholic education.
4. In evaluating the diocesan program the superintendent depends upon those who administer the secondary schools individually for this activity.

207. KRAUSS, Wilma Rule (Ph. D.). "Toward a Comparative Theory of Electoral and Legislative Participation by Public Administrators: An Exploratory Study of Some Hawaii and Philippine Administrators." University of Hawaii, 1968. 198 pp. Source: DAI, XXIX, 12A, Part 1 (June, 1969), 4541-A. XUM Order No. 69-10,602.

Wilma Rule Krauss

The electoral and legislative participation of two sets of public administrators, one from Hawaii and one from the Philippines, was analyzed in order to develop a comparative theoretical framework which could serve as a model for description and verification of such participation. Data were gathered from 52 Philippine bureaucrats and from 57 Hawaii administrators. The Philippine group was enrolled in a graduate course in public administration at the University of the Philippines, and most of the Hawaii group was attending a training class under State auspices.

Rigorous statistical methods were utilized to ascertain the electoral and legislative participation patterns of the Hawaii and the Philippine public administrator groups, to rank individuals in terms of influence behaviors, and to relate their personal backgrounds to their political activities.

The findings showed that in both Hawaii and Philippine study groups there was a range of electoral activities of bureaucrats which corresponds to Lester Milbrath's gladiatorial, transitional and spectator behaviors. Also there was a hierarchy of bureaucrats who could be categorized as gladiators, transitionals and spectators. It was found that legislative and electoral activity vary together and that as the number and range of electoral behavior increases, so does legislative participation.

For the Hawaii bureaucrats, socio-economic status variables--income, rank, and education--explained 46% of the variance in political activity, with party membership and preference adding another 12%. The variables associated with electoral and legislative behavior of the Philippine bureaucrats were personal qualifications and party preference which together explained 38% of the variance, while SES variables added another 7%. For both sets of bureaucrats voluntary associational membership was greater among the less influential administrators, and family background contributed about 2% of the variance in electoral and legislative behavior.

In order to explain the findings in this research a simple theoretical model of electoral and legislative participation of public bureaucrats was developed. The main elements of the P (participation) model are B (benefits) ≠ M (mobility) ≠ R (resources). Participation was related to benefits vs. costs of political activity in a more merit-oriented bureaucracy (Hawaii) and a less merit-oriented bureaucracy (Philippines), to legal norms and to psychological satisfaction from "doing one's duty." It was hypothesized that when these factors are held constant that desire and activity to rise in social status, i.e., vertical mobility, could explain further variance in electoral and legislative participation. It was proposed that when benefits and mobility have been taken into account those bureaucrats with more political resources (R) are more likely to take part in political activities. In conclusion, it was suggested that future research investigate not only the in-puts of electoral and legislative participation by public administrators but policy outcomes as well.

208. KRUECKENBERG, Karl Louis (Ph. D.). "The Stepping-Stone Process and Student Government Leaders in Philippine Provincial Universities." State University of New York at Buffalo, 1977. 278 pp. Source: DAI, XXXVIII, 6A (December, 1977), 3701-A-3702-A. XUM Order No. 77-27,493.

The doctoral dissertation of Karl Louis Krueckenberg, for the Department of Political Science, State University of New York at Buffalo, is based on research conducted in the Philippines in 1971

Formally elected student government leaders (239 total) drawn from twelve provincial universities constituted the sample, and their participation in the effort was indicated by completion of a questionnaire involving 160 items, many of them multifaceted.

Provincial student leaders report a high rate of interest in pursuing careers in government and politics. They believe their leadership experience will be helpful in running for political office or acquiring a government position. They are able to identify individuals who have risen from the ranks of student government to positions of importance in Philippine politics, and perhaps connect the two observations in terms of cause and effect. The record shows that the percentage of former student leaders elected to Congress did rise between 1952 and 1970. Student leaders perceive a stepping-stone process to be operative in that the channels of recruitment to political office and government positions are open for people with the right qualifications, and they work toward acquiring skills and resources that will serve to qualify them for consideration among the pool of candidates.

In actuality, they are winners who are respected by the populace for their success. They are formally educated in a system that honors a university degree and expects office holders to possess one. Their educational background provides them with skills and knowledge useful to the government of a developing state.

Provincial student leaders are well informed opinion leaders with regard to national politics. They have established important contacts with numerous groups on and beyond the campus, including fellow university students, high school students, political leaders, farmers, civic and labor leaders.

Their political activities have led them to participate in local and national political campaigns which have provided additional grassroots experience and "favor gathering." Many of them express an interest in pursuing political careers at the local level which would fit well with the traditional pattern of recruitment into the larger arena of national politics in the Philippines.

While often vocally opposing the current structure of the Philippine system, in actuality student leaders maintain an ability to recognize and appreciate the strong points and successes of the system. Rather than promoting revolutionary change, they seem inclined toward change through reform. Their belief in the value of democratic elections and the maintenance of the two-party system seem fundamental.

Throughout their university experience they have worked basically within the existing system. They are familiar with the lessons of accountability for their actions, responsibility to their constituencies, as well as the strategies of gaining and maintaining electoral support.

Philippine political leaders have been very successful in controlling potential rebels and committing new groups and generations to the social control of the older group. This may have been accomplished through a prudent policy of maintaining open recruitment channels for those individuals whose qualifications and experience would make them dangerous opponents but useful allies.

Incumbent political leaders have a common bond with student government leaders in the similar experiences of pursuing and holding political positions, although in different settings. Realistically these shared experiences must make formal student leaders appear to be more attuned to their political style and more acceptable as colleagues than the self-appointed "activists" in student politics. Although many factors are involved in the process of political recruitment, student government leaders appear to be excellent candidates for recruitment.

L

209. LACAR, Luis Q. (Ph. D.). "Factors Influencing the Attitudes of Catholic and Protestant Filipino College Students in the Philippines Towards Fertility and Fertility Control." Western Michigan University, 1974. 253 pp. Source: DAI, XXXV, 6A (December, 1974),

Luis Q. Lacar

3911-A-3912-A. XUM Order No. 74-28,852.

Studies in the United States and other Western countries indicate a differential effect of religion upon fertility. Catholicism, for instance, is associated with higher fertility, Protestantism with low fertility, and Jewishness with very low fertility.

There are essentially three explanations given concerning the association between religion and fertility:

1. Particularized theology hypothesis.

2. Structural or social characteristics hypothesis.

3. Minority group status hypothesis.

Although each of these hypotheses differ somewhat in emphasis on factors that determine fertility, all seem to implicitly assume that fertility behavior of religious groups is a function of their knowledge of their church's stand or doctrine on contraception.

This study examines the assumptions and the theoretical and methodological gaps in the three explanations about the relationship between religion and fertility in a "third world" setting: the Philippines. Previous studies on the proposition have been confined to the United States and the West. Major objectives of the study were:

1. To discover the extent of the congruence between attitudes of subjects toward fertility and fertility control with church doctrine.

2. To identify the major factors influencing the subjects' attitudes toward fertility and fertility control.

3. To discover whether subjects' attitudes are based on their knowledge of church doctrine.

4. To identify the social characteristics of students who exhibit high or low fertility values.

Data of this dissertation come from a survey questionnaire administered to Catholic and Protestant students in Catholic and Protestant schools in the Philippines in 1970.

Some of the salient findings that have emerged in the analysis are the following:

1. In general, both minority status and particularized theology hypotheses find no support in the empirical evidence. Taken as gross categories, Catholics and Protestants prefer the same mean number of children. Both analysis of variance (ANOVA) and t-tests runs indicate no significant differences in the mean number of children preferred by Catholics and Protestants ($p < .05$).

2. Catholics in Protestant schools and Protestants in Catholic schools, however, present an interesting situation: Catholics in Protestant schools significantly want the least number of children, whereas Protestants in Catholic schools want the most number of children. It is suggested that this pattern may be an artifact of:

    a. an out-group status in which subjects of such a status are forced into a defensive stance on the basis of misperceived contextual norm.

    b. a self-selective process in which individuals with initial beliefs and tendencies for either a large or small family have selectively chosen the academic ambience perceived to be congruent with initial beliefs and tendencies.

3. Contrary to the assumptions of both the minority group and particularized theology hypotheses:

    a. Subjects' knowledge about the church's stand is not the basis of their attitude toward fertility.

    b. While they are aware of the official position of the church regarding family planning, they do not necessarily follow the church in their behavior.

    c. Subjects who intend to use only that method associated with the church cited reasons doctrinally remote from the official church stand.

d. Subjects who did not intend to use contraceptives at all gave a preponderance of normative/cultural reasons for stating so rather than religious/moral or political/ideological as assumed by the minority group status and particularized theology hypotheses.

4. However, the type of birth control measures respondents want to take when married shows that the formal posture of the church represented by the type of schools has an influence in the subjects' choices. More Protestants and Catholics in Protestant schools, for instance, prefer chemical and mechanical contraceptives, while more Catholics and Protestants in Catholic schools want to use rhythm and abstinence. This suggests that while students are reluctant to openly verbalize religion as a reason for their attitude, some "particularized theology" influence may nevertheless be present.

5. Perception of a population problem in the Philippines seems to explain a greater proportion of the variance in the mean number of children preferred than religion, sex, year in college, age, and social class background. Subjects who did not perceive the existence of a population problem in the Philippines tended to prefer a significantly higher mean number of children than those who do perceive such a problem at the .05 level of confidence.

6. Traditionally oriented subjects tend to prefer a higher mean number of children than modern-oriented respondents. Three measures of the continuum concept of traditionalism--modernity were used:

   a. Type of community in which respondents want to raise their families when married.

   b. Dominance tendency in the marriage relationship.

   c. Familism.

Subjects who indicated a desire to raise their families in the rural areas significantly want more children than those who want to raise their children in the city.

Male subjects who tended to be dominant over their spouses and female respondents who indicated that husbands should be placed in a dominant role in the marriage relationship tended to have a higher mean number of children preferred than male and female subjects who appear to espouse an egalitarian attitude.

Subjects who scored high on the familism questions also have a higher mean number of children preferred.

7. Significantly, women prefer a higher mean number of children than men.

The conclusion that emerges from the analysis is that the Philippines is not a country that is immobilized by the teachings of the Catholic Church but one in which the various social forces of folk-religious practices, traditionalism, and illiteracy combine to provide a formidable barrier against efforts of controlling fertility and promoting economic growth.

210. LACONICO, Norma Valmonte (Ed. D.). "A Validation Study of the Minnesota Teacher Attitude Inventory in the Philippines." University of Colorado, 1963. 131 pp. Source: DAI, XXVIII, 7A (January, 1968), 2582-A. XUM Order No. 64-4363.

The purpose of this study was to gather additional information and data on the validity and predictive value of the *Minnesota Teacher Attitude Inventory* in the selection of prospective teachers, particularly as this relates to Philippine schools and Filipino teacher candidates. The investigation specifically sought to:

1. Determine the validity of the *Minnesota Teacher Attitude Inventory* in forecasting teacher-pupil rapport and teaching effectiveness.

2. Show how Filipino elementary school teachers and student teachers compare with American elementary school teachers and student teachers on this particular inventory.

Data on teacher attitude were obtained by administering the MTAI to 337 elementary education student teachers in three teacher education institutions in Manila and to 133 public elementary school teachers in San Juan District, Rizal, Philippines. Measures on teacher-pupil rapport were derived from the Principal-Teacher rating scale administered to the cooperating teachers of the student teachers and to the principals of the public elementary school teachers. Data on teaching effectiveness were obtained from the final grades of the students in Student Teaching and/or Internship and from the efficiency ratings of the teachers as reported in the Bureau of Public Schools Form 8 A. Product-moment correlation coefficients between the MTAI scores and measures of teacher-pupil rapport and between MTAI scores and measures of teaching effectiveness were computed. Comparisons between the means and standard deviations of the Filipino subjects and the American norming groups were subsequently made. Critical ratios were computed and the significance at the 1 per cent level of confidence was determined.

FINDINGS

1. A positive relationship exists between the subjects' MTAI scores and their ratings on teacher-pupil rapport. Product-moment correlation coefficient for the student teachers was .12 and .29 for the public elementary school teachers. A forecasting efficiency of 1 per cent was obtained for the former and 5 per cent for the latter.

2. A significant positive relationship exists between the subjects' MTAI scores and their measures of teaching effectiveness. Obtained *r* for the student teachers and the elementary school teachers were .31 and .71 respec-

tively. The Inventory's forecasting efficiency with reference to teaching effectiveness was 5 per cent for the student teachers and 29 per cent for the elementary school teachers.

3. Significant differences at the 1 per cent level were found to exist between local norms and American norms. The mean MTAI scores for each group of Filipino subjects were very much lower than the mean MTAI scores of similar American groups of subjects. The mean MTAI scores obtained for the two groups of Filipino subjects were both negative compared to the positive mean MTAI scores of the American subjects.

4. Significant differences at the 1 per cent level were similarly noted between the standard deviations of the groups of Filipino subjects and groups of American subjects. The measures of variability of the groups of Filipino subjects were consistently lower than those of similar groups of American subjects.

CONCLUSIONS

1. The MTAI may be used as a predictive instrument for the type of interpersonal relationships a teacher will maintain in the classroom and as an index of teaching effectiveness.

2. Factors other than the principles and theories inculcated in teacher education institutions have a stronger influence on the development of attitudes among the subjects.

3. There is a need to establish local norms on the MTAI before using it with Filipino subjects in local situations.

RECOMMENDATIONS

1. An attempt to measure teacher attitude of prospective teachers must be made prior to admission and/or selection to teacher education programs and teacher employment. The MTAI may be used as a tool to measure such teacher attitude.

2. Prior to the application of the MTAI in local situations, local norms must first be established and later used as a basis for interpretation.

211. LACUESTA Y GASCON, Manuel (Ph. D.). "The History of the Preparation of High School Teachers in the Philippines, 1901-1941." Columbia University, 1958. 440 pp. Source: DAI, XIX, 6 (December, 1958), 1284. XUM Order No. Mic 58-2693

The education of teachers in the Philippines, as in any democratic country, takes place in the context of the culture in which teachers live and work. The social, economic, political, and spiritual factors operating in Philippine society influence decisively the nature, scope and outcomes of teacher education. Moreover, the development of the public school system affects in an appreciable degree the educational programs of teacher-preparing institutions. This study was undertaken to note facts of development and trends in teacher education, with particular reference to the preparation of high school teachers of academic subjects within the cultural setting of the Philippines during the period 1901-1941.

In 1898 the American government began its administration of the Philippines, guided by democratic principles. One of the first steps taken was to lay the foundations of a school system that was free, universal, and secular. To organize schools throughout the country, American teachers were imported from the United States. However, provision was made at once for the preparation of local teachers and the period of 1901-1918 marked the beginnings of the preparation of Filipino teachers, including the opening of a teacher-education program for high school teachers at the University of the Philippines in 1911.

The period of 1918-1925 was one of expansion of teacher-education facilities for high school teachers. Resultant upon advances in the social conditions of the country, there was an increase in high school enrollments which demanded the preparation of more high school teachers. The College of Education of the State University, established in 1918, set the pace for the preparation of high school teachers, and private colleges were established following the pattern of the state college of education.

The years from 1925-1935 saw significant political, economic and social developments that affected teacher education. Education was viewed as central in the intensified efforts to work for independence. Social conditions were improved and the growing Filipino middle class found more opportunities for education. These developments and changing views about education led in 1925 to an evaluation of the entire educational system. It became clear that teachers needed to have new competence as individuals, citizens, and professional people as attention was given in the high school curriculum to vocational education, to community-school activities in connection with citizenship education for both youth and adults, to more functional and practical goals and the introduction of such areas as home economics, physical education and health. At the same time stress was placed on the need for teachers to be solidly grounded in their teaching subjects and in the economic and social developments of their own and foreign countries. This led to a spread of the range of general education offerings and eventually to the transfer of the first two years of the teacher education program to the College of Liberal Arts.

During the Commonwealth period beginning in 1935, which was interrupted by the outbreak of World War II in 1941, the social justice program, the national defense policy, and the national economic policy gave new directions to Philippine education and the preparation of high school teachers. Such matters as the teaching of the national language, spiritual and moral values, military training, and vocational education were focal. Efforts were made to bring the teacher-preparing institutions closer to the community and the public schools, to provide educational experiences in keeping with the prevailing movement of "education through activity," and to raise the status of teachers. Throughout the period the continuing extension of educational opportunities created need for preparing a sufficient number of teachers but posed the problem of doing so without sacrificing the quality of their preparation.

While basic problems in teacher education remain, an assessment of achievements in the preparation of high school teachers during the forty years of American administration shows that those concerned wrestled with the major social forces, dealt with fundamental problems, and resolved critical issues to attain the status in which teacher education found itself at the end of 1941.

212. LARA, Alma F. (Ed. D.). "Instructional Flexibility--Commitment and Extent of Implementation in Schools of Nursing in the Philippines." Columbia University Teachers College, 1981. 224 pp. Source: DAI, XLII, 5B (November, 1981), 1821-B-1822-B. XUM Order No. 8122963.

The problem explored in this study was the extent to which deans and faculty members perceive they are committed to the use of instructional flexibility and the extent to which they perceive instructional flexibility is being implemented. The purposes of the study were to describe deans' and faculty members' perceptions of their commitment to the use of instructional flexibility and perceptions of the extent to which instructional flexibility is being implemented; to compare their perceptions; and to compare the responses of deans and faculty members in terms of selected variables, namely, location of school, length of teaching experience, level of education, and participation at professional conferences.

Participants of this nation-wide study consisting of 36 deans and 373 full-time faculty members representing 36 collegiate schools of nursing responded to a Likert-type questionnaire consisting of 20 "extent of commitment" items and 20 "extent of implementation" items; two open-ended questions; and a personal and school data questionnaire. Responses were translated to frequencies and weighted rankings and then analyzed. Further treatment of the data consisted of derivation of underlying constructs by factor analysis and the utilization of these constructs as variables in the analysis of variance of the mean responses of deans and faculty members to commitment to and implementation of instructional flexibility according to selected variables.

The main findings of the study are as follows:

1. No significant difference exists between the responses of deans and faculty members regarding commitment to and implementation of traditional modes of instruction. From a moderate to great extent they are committed to and have implemented traditional modes of instruction that efficiently impart subject content to students and early identification of problem learners for possible exclusion.

2. Significant differences exist in the distribution of responses between deans and faculty members regarding certain innovative modes of instruction.

3. Deans and faculty members are less committed to and have implemented least participation in peer evaluation programs, intercollegiate collaboration in instructional activities and offering students opportunities for self-assessment.

4. Mean responses and analysis of variance for commitment to certain traditional and innovative modes of instruction reveal significant differences. Analysis of variance for implementation of instructional activities show varying significant differences with the exception of program requirements.

5. No significant differences exist in the responses of deans and faculty members both in their commitment to and implementation of instructional flexibility despite differences in length of teaching experiences.

6. The level of education made no significant difference in the responses of deans and faculty members to commitment to and implementation of instructional flexi-

bility with the exception of certain commitment to program flexibility and traditional modes of instruction.

7. Significant differences exist between mean responses to commitment to and implementation of instructional flexibility according to frequency of participation at professional conferences except commitment to certain traditional modes of instruction and implementation of certain innovative modes of instruction.

In conclusion, while deans and faculty members express strong commitment to certain innovative modes of instruction they also express strong commitments to certain traditional modes of instruction. No significant differences exist in the extent of implementation of traditional and innovative modes of instruction. Certain innovative modes of instruction which could be more easily implemented within the confines of the classroom are better implemented than those which require group planning and continued involvement. Mean responses of deans and faculty members, depending on the region where the school is located, level of education and participation at professional conferences influence variably their commitment to and implementation of instructional flexibility. Years of teaching experience show no significant influence on the responses of deans and faculty members.

213. **LARDIZABAL**, Amparo Santamaria (Ph. D.). "Pioneer American Teachers and Philippine Education." Stanford University, 1956. 345 pp. Source: DAI, XVI, 10 (1956), 1834. XUM Order No. 17,726.

Purpose

This study has a four-fold purpose:

1. To trace the role the pioneer American teachers (Thomasites) played in establishing universal public education in the Philippines.

2. To show how they solved the problems and difficulties they encountered.

3. To describe how they influenced Philippine life and education.

4. To identify the traits of character and the operations that made them successful.

Significance

With the United States engaged extensively in giving assistance to educational activities in other countries, the findings of this study may be useful to American teachers who teach in other cultures. Present and prospective teachers may also derive some inspiration and guidance from the experiences of these American educational pioneers in the Philippines.

Sources and Procedures

Materials for this dissertation have been drawn from Reports of the Philippine Commission, Reports of the Governor-General of the Philippine Islands, Reports of the Commissioner of Education, Reports of the Director of Education, and other public documents; from books, magazine articles, newspapers, letters, and diaries; from interviews and correspondence with surviving Thomasites and also with Filipinos who were once their students. From the information gathered has evolved the story of the establishment of the public school system in the Philippines by the Thomasites, its growth from 1900-1916, and the influence of the American teachers on Philippine life and education.

Summary

The Thomasites played varied roles in the establishment of public education in the Philippines. In addition to the teaching role, they assumed the roles of school supervisor and superintendent. They also acted as health officers, "ambassadors," public relations officers and performed other community activities. They encountered many problems and difficulties which they solved largely through resourceful means. The early American teachers influenced many phases of Philippine culture, particularly health,

economics, social life, politics and government, and education. The Thomasites succeeded because they engaged not only in educational activities, but also in community activities. Moreover, they possessed such traits as friendliness, kindness, patience, and good humor. By and large, their greatest achievement consisted in laying the foundation of free public schools in the Philippines.

Recommendations

In order to validate the procedures of the Thomasites, a similar study might be conducted with American civilian and Army personnel who were in the Philippines during the same period. Other investigations that might be taken up are:

1. Acculturation techniques used by the American teachers.
2. Existing elements of Philippine culture utilized by the Thomasites.
3. A comparison of the American teacher's role in the 1900's and the Filipino teacher's role today.
4. A comparison of the acculturation of primitive and civilized tribes.
5. The comparative educability of Christian, Mohammedan, and Pagan tribes.
6. A comparison of American colonial policy with the policy of other nations.

214. LAWCOCK, Larry Arden (Ph. D.). "Filipino Students in the United States and the Philippine Independence Movement, 1900-1935." University of California, 1975. Source: CDI (1975), V, p. 254.

215. LAZARO, Patricio Baviera (Ph. D.). "A Survey of Approaches

in Philippine Oral Literature Scholarship." Northwestern University, 1975. 437 pp. Source: DAI, XXXVI, 7A (January, 1976), 4109-A. XUM Order No. 75-29,689.

The objective of this dissertation, which serves as an introductory study in the oral literature of the Philippines, is to present material which leads to an overall perspective concerning the different approaches in Philippine oral literature scholarship. This objective is achieved by doing a survey on a national scope of the different studies on the verbal lore of the early Filipinos.

A thorough development of the approaches used in studying the oral literary traditions of Europe and the United States is presented and compared with those employed in Philippine oral literature scholarship. The depth and breadth of the subject of investigation is shown by studying the different cultural-linguistic groups of the Philippines and by pointing out the different genres of oral literature that have received emphases among the scholars of Philippine verbal lore. Insights as to how the different scholars recorded, transcribed, and translated the native literary texts are also presented plus their descriptions of the performance process or event in "the singing of tales."

The results of the study were as follows:

1. The Philippines is rich in native verbal lore and a large amount of research has been done on it.
2. Scholars have employed the following approaches in studying Filipino oral literature: historical-geographical, functional, and structural-linguistic. No formal studies have been done so far on the communicative-behavioral approach.
3. The folktales of the early Filipinos have received the most considerable attention among scholars.
4. Scholars have shifted their fieldwork activities from Luzon to Mindanao.

Elmer Norton Lear

16. **LEAR**, Elmer Norton (Ph. D.). "Collaboration, Resistance, and Liberation: A Study of Society and Education in Leyte, the Philippines, under Japanese Occupation." Columbia University, 1951. 745 pp. Source: DAI, XII, 3 (1952), 340-341. XUM Order No. 3358.

This study aims to present a documented analysis of the life of a community under enemy rule. The community, Leyte, was the object of direct study by the present writer during his two years' sojourn in the Philippines.

Several hundred interviews, taking in people of all social strata and occupation pursuits, were conducted. The interviewees were of two categories: those who had lived in the Japanese-dominated zones of Leyte, and those who had lived in the guerrilla-controlled zones. The data thus gathered was verified on the basis of internal consistency, cross-reference, compatibility with a wide assortment of documentary materials, and personal observation. The documents referred to consist of guerrilla military papers, guerrilla civil papers, documents of the "puppet" provincial and municipal administrations, private memoirs and records, documents of the Japanese Military Administration, Philippine governmental reports, and American war literature dealing with Leyte.

The study introduces Leyte to the general reader with a brief demographic description, including some notes on Philippine governmental structure and a sketch of the Island's history. It then focuses attention upon the status of Leyte's defenses and the morale of its population during the very critical months between the outbreak of the Japanese "sneak attack" and the Island's capitulation in May of 1942.

Chapter II concerns itself with the governing policy and activities of the Japanese Military Administration in Leyte, and the adaptation of the Filipino "puppet" administration and the people to enemy occupation.

Elmer Norton Lear

The impact of Japanese dominion upon local agriculture and commerce is examined with a view to showing the predatory nature of that dominion. The methods by which the Japanese sought to adapt the local administration to their purposes by a system of indirect rule are also studied. Attention is directed to the Japanese program of thought control through the establishment of a "culture-front" organization, a "neighborhood association," direct censorship over the media of communication, control of education, and indirect domination of institutionalized religion. The so-called pacification program and the active campaigning in behalf of Philippine "independence" are also reviewed with an appraisal of their effectiveness. A disquisition on the nature of collaborationism, with specific reference to Leyte, is incorporated in this chapter.

Chapter III, the analysis of the resistance movement in Leyte, constitutes the heart of the study. The chapter has three main themes. First, in tracing the origin and growth of guerrilla organization, the chapter attempts to account for the failure of guerrilla unification in terms of power-hunger, mutual suspicion, the confusion of liaison with the Allied command, and the absence of a common ideological cement. Secondly, the pattern of military rule within the guerrilla zone is delineated so as to reveal the advantages of consultative arrangements between guerrilla military and civilian leadership.

Thirdly, it is shown that the mobilization of communal resources by a resistance movement, professedly non-revolutionary in character, may involve a subversion of vested proprietary rights.

This central chapter seeks to illustrate these themes by training its binoculars upon nine municipalities of Leyte. In them, it sees the forces operative throughout the guerrilla zone converging upon the affairs of the Filipino population in its home communities. It also attempts to indicate the agencies at work within the unoccupied portions of Leyte educating the people to resist both the intimidational pressure and the blandishments of the collaborationist regime.

The study carries over into the Liberation period, tracing the aftermath of resistance and collaboration, and pointing up the difficulties of reconstruction. Particular emphasis is placed upon the role of education in the building of a better postwar society, with some of the deficiencies of prevailing educational practice duly noted. The study concludes with a consideration of American acculturative influences upon Filipino life and a summary of trends.

217. LEDESMA, Consuelo Pablo (Ed. D.). "The Use of Interaction Analysis in Assessing the Verbal Behavior of Filipino Elementary Teachers and Pupils." Boston University School of Education, 1973. 175 pp. Source: DAI, XXXIV, 4A (October, 1973), 1771-A. XUM Order No. 73-23,580.

The major purpose of the study is to assess the verbal behavior of Filipino elementary teachers and pupils through the use of interaction analysis. This assessment was made on the basis of a study of three factors which will affect classroom interaction. These three factors were:

1. The effectiveness of an in-service program.
2. The effectiveness of the medium of teaching.
3. The significance of the nature of the subject matter being taught.

Other purposes of the study are as follows:

1. To provide information which describes the verbal behavior of Filipino teachers when teaching for specific content or skill results.
2. To secure comparative data on the verbal interaction in the classroom when the medium of teaching is either Filipino or English.

3. To explore the feasibility of using interaction analysis for studying the behavior of teachers.

4. To make a cross cultural application of the Flanders model and to determine its usefulness in Asian setting.

5. To provide the teacher education institutions with basic information on teaching behavior (verbal dimension) which may lead to the modification and improvement of pre-service programs.

Forty-three public school teachers on the elementary level were observed in their language arts and social studies classes for twenty minutes each lesson. The verbal behavior was categorized according to Flanders Interaction Analysis Category. Each teacher was initially observed twice, once in a language arts class and another one in a social studies class. The computed ratios of Indirect/Direct (I/D) became the basis for grouping the teachers into an experimental and a control group. The experimental group received a fifteen-hour in-service program in interaction analysis while the control group did not receive any special training. After the in-service program, both groups of teachers were then observed in their language arts and social studies classes.

A 2 x 2 x 2 analysis of variance (in-service program by medium of teaching and curricular subject) with repeated measure on the last factor was used to test the null hypothesis formulated to test the major research hypothesis: Experience in interaction analysis, medium of teaching, and subject matter will affect the verbal behavior of Filipino elementary teachers and pupils. In this study, the effect of the above-named three independent variables are determined by the ratios which indicated the verbal interaction in the class. These ratios are pupil initiative ratio (PIR), teacher response ratio (TRR), teacher question ratio (TQR), teacher talk (TT), pupil talk (PT), Indirect/Direct ratio (I/D), and revised indirect/direct ratio (i/d).

The results of the analysis of variance indicated that the variable of subject matter had significant main effects on pupil initiative, on teacher questions, on teacher talk, on pupil talk and on the Indirect/Direct ratio.

The variable of medium of teaching had significant main effects on pupil initiative. There were significant interaction effects between the medium of teaching and the subject matter on the following interaction ratios: pupil initiative, teacher question and Indirect/Direct ratio. The dependence between the medium of teaching and subject matter taught is reflected in the greater initiative shown by pupils in social studies classes taught in Filipino; the greater amount of questioning--done by teachers in social studies classes taught in Filipino; and the greater acceptance of pupil behavior by teachers of social studies while teaching in English than when teaching in Filipino.

No significant main effects for experience in interaction analysis was noted in the analysis of variance (N-20). The t tests performed on the data obtained from the larger group of teachers observed (N-43) indicated differences significant at the .01 and .05 levels. Teachers exposed to interaction analysis experiences were:

1. More responsive to pupil ideas and behavior in language arts in English.

2. Able to elicit greater pupil talk in social studies in Filipino than teachers of similar classes in the control group.

In the analysis of the pre- and post-means of the experimental group of teachers, t tests on the obtained means indicating use of the various categories in Flanders' model indicated significant changes in the use of Category 3, acceptance of pupil ideas, and in Category 4, the use of teacher questions in language arts classes. The nature of pupil talk indicated changes. The pupils in social studies classes taught by the experimental group of teachers made greater use of Category 9, pupil-initiated talk. In both language arts and social studies classes, the periods of silence and confusion showed significant changes. In the language arts classes, the periods of silence and confusion decreased while in the social studies classes, there was an appreciable increase in silence and confusion.

218. LEDESMA, Lourdes Kalaw (Ph. D.). "The Kinetic-Family-

Lourdes Kalaw Ledesma

Drawings (KFD) of Filipino Adolescents." Boston College, 1979. 149 pp. Source: DAI, XL, 4B (October, 1979), 1866-B. XUM Order No. 7922072.

Statement of the Problem

The purpose of this study was to conduct an heuristic, intracultural investigation on the Kinetic-Family-Drawings (KFD) of well-adjusted Filipino adolescents in order to determine:

a. What Styles are most commonly used by these children.

b. What Actions of major family figures (i.e., self, mother and father) are most frequently depicted in their KFDs.

c. What the Activity Levels are for each of these major figures.

d. What aspects of the KFD reflect the intra-familial climate of warmth or distance (i.e., homeyness-homelessness).

Sources of Data

The sample was composed of 230 subjects from one public and three private high schools in the Metro Manila area. There were 123 girls and 107 boys who ranged in age from 13 to 15 years inclusive (Mean age = 13.07). 77 Subjects were classified as belonging to the lower/extremely lower class, 60 to the middle class, and 93 to the upper class. 135 of them had non-working mothers while 95 had mothers who were employed.

Methods and Procedures

The parents of the subjects were requested to fill out a questionnaire designed to determine socio-economic status. Classroom teachers were asked to complete a Behavioral Commentary checklist for each student in order to discriminate between the well-adjusted and poorly adjusted.

Lourdes Kalaw Ledesma

The Kinetic-Family-Drawing (KFD) and Family Adjustment Test (FAT) were administered to the subjects in group form by the examiner. The protocols were then scored by three independent raters according to the systems devised by McPhee and Wegner (1976) for KFD Styles, and O'Brien and Patton (1974) for 29 Raw Drawing variables. KFD Symbols and Characteristics were also recorded as additional data.

Descriptive statistics were obtained for KFD Styles, Actions and Raw Drawing variables. The data were then analyzed to test the effect of sex, socio-economic status and maternal occupation. Chi square analyses and one-way ANOVAs were used and the significance level was established at .05. The 29 drawing variables were factor analyzed and regression analysis performed to arrive at a predictive equation for familial adjustment. F level for inclusion was .01; F level for deletion was .005; and the tolerance level was .001.

Major Findings and Conclusions

Only 33% of the protocols manifested at least some indication of KFD Style/s. The Style "Lining at the Top" occurred to a significantly greater degree in the protocols of boys. Socio-economic status significantly influenced the size of major figures, types of Actions depicted, and correspondingly, the Activity Levels of the major figures. Upper class subjects consistently drew larger figures and depicted more passive types of activities than those from the lower class. Maternal occupation exerted no main effect on KFD Styles, Actions and Activity Levels. An adequate predictive equation for familial adjustment could not be obtained. But analysis of the 7 drawing factors suggested that intra-familial climate influenced the direction faced by the mother figure. Homeless subjects tended to draw mother facing another major figure more often than did homey subjects.

The results of the study revealed that certain aspects of the KFD are significantly influenced by sex, socio-economic status and familial interaction. Perhaps the most striking of these was the ability of the KFD to reflect the disparate life styles between the upper and lower income groups in the Philippines and, possibly, the feelings of superiority or inferiority related to one's social class. But the findings, along with the normative data generated, provide only the first step towards a better understanding of the KFD among well-adjusted Filipino adolescents. Further investigation needs to be conducted which includes other family members as well as a broader age range. More in-depth analysis of the meanings attached by these adolescents to KFD Symbols and Characteristics is needed, in addition to the inclusion of a clinical population for comparative purposes.

219. LEE, Emeteria Pascual (Ph. D.). "Measuring Nonverbal Academic Aptitude at the University of the Philippines." Indiana University, 1973. 114 pp. Source: DAI, XXXIV, 10A (April, 1974), 6452-A. XUM Order No. 74-9432.

A nonverbal test of academic aptitude was developed for inclusion in the admissions test battery given to freshman applicants to the University of the Philippines. The reliability of the nonverbal test was investigated as well as its effectiveness as a predictor in conjunction with high school average and admissions test scores.

The nonverbal test developed was characterized by the use of: letters of the alphabet, numbers, and figural designs; Gutman's facet approach; inclusion of Jacobs and Vendeventer's set of 11 relations; matrix formal; and omnibus arrangement.

Two forms of the 70-item test were pilot-tested on a random sample of 517 freshmen enrolled at the College of Arts and Sciences of the University of the Philippines. Each half of the group was randomly given one form of the test. Form A had a mean of 32.70 (SD = 5.95), KR-20 reliability of .64 (SE_m = 3.57) and Spearman-Brown reliability of .65 (SE_m = 3.53). For Form B, the mean was 33,48 (SD = 6.82) and both KR-20 and Spearman-Brown coefficients were .70 (SE_m = 3.73 and 3.75). After item analysis and refinement, the revised test of 55 items for each form was administered to 599 freshmen at the University of the Philippines, 401 from the College of Arts and Science and 198 from the College of Agriculture. Form A had a mean of 27.48 (SD = 6.89) and KR-20 and Spearman-Brown coefficients of .78 (both SE_m = 3.25). Form B had 28.70 (SD = 7.53), .80 (SE_m = 3.39), and .81 (SE_m = 3.30), respectively. The improvement in reliability coefficients ranged from .07 to .11. The percentile rank and T scores obtained on the revised test indicated the two forms had almost identical norms. For each form, a factor analysis extracted a single factor which seemed to be convergent reasoning (classificatory and operational).

Analyses of variance were performed for both verbal and nonverbal test scores using as independent variables college, sex, type of high school, location of high school, region, and language spoken at home. On the verbal test, the F ratios for the main effect of type of high school and of language spoken at home were significant at .001 and .05 levels, respectively. Students from selective high schools performed significantly better than students from nonselective high schools. Scheffe tests revealed that students who speak English at home were better than students who speak other languages. On the nonverbal test, however, the two main effects were not significant. The analyses of variance indicated that two groups of students--those who came from nonselective high schools, and those whose first language was not English--did poorly on the verbal test (which was entirely in English). The nonverbal test seemed to be better than the verbal test in tapping potentials of students handicapped by inadequate educational opportunities and by language difficulties.

Stepwise and multiple regressions were done using in turn for criterion grade point average for first, second, and two semesters and for predictors high school average, verbal, and nonverbal test scores. Without the nonverbal data, R ranged from .318 to .542, the predictors accounting for 10.1 to 29.4 per cent of the criterion variance. With the nonverbal data added to the regression equation, R ranged from .320 to .594, the three predictors accounting for 10.2 to 35.3 per cent of the variance. The highest increase in variance was about 6 per cent. R was significant at .001 for all criteria. The multiple regression analyses indicated a significant improvement in prediction of grade-point average criterion with the addition of the nonverbal test to the two currently used predictors.

A factor analysis of predictor and criterion variables came out with two factors: an academic aptitude factor and an achievement factor. The high loading of the nonverbal test on the first factor indicated the nonverbal test was measuring the same factor (academic aptitude) that the verbal test did. The additional information the nonverbal test can give which the verbal test does not in the case of students handicapped by language difficulties and inadequate educational opportunities, argues for the inclusion of the nonverbal test in the admissions test battery.

220. LEOCADIO, Clodoaldo H. (Ed. D.). "A Study of the School Superintendency in the Philippines." University of Kansas, 1959. Source: Dissertation, pp. 101-107.

SUMMARY AND RECOMMENDATIONS

This investigation was a study of the status of those administrators who held the position of superintendent of schools in the Philippines. The investigation consisted of four parts:

1. A review of the historical development of the position of superintendent of schools.
2. A study of the professional work and experience of those persons who held the position of superintendent.
3. An evaluation of the opinions held by superintendents regarding administrator-competencies in relationships with:
   a. students
   b. teachers
4. A study of the frequency of use and evaluation of certain techniques for the improvement of instruction.

The study attempted to answer the following questions:

1. What was the status of the Filipino school superintendent?

2. What were some of the personal and professional qualifications the superintendents in the study had for the role of school administrator?

3. What opinions did they hold regarding certain administrator-competencies in relationships with students?

4. What opinions did they hold regarding certain administrator-competencies in relationships with teachers?

5. What opinions did they hold regarding frequency of use and the effectiveness of certain techniques for the improvement of instruction?

Procedure

The data for this study were obtained through a questionnaire and by interview. Records from the files of the Records Division of the Bureau of Public Schools, Manila, were consulted. The Chief of this section furnished valuable information on annual conventions of the school superintendents in the Philippines from the early days of the American occupation to the present.

Limitations

The questionnaire was issued to all school superintendents in the Philippines in March, 1957, two years ago at this writing. It is quite possible that changes have taken place in the superintendency since that period. Only 73 superintendents cooperated out of a possible 129 who were contacted. This represented only about a 57 per cent return, which may not be truly representative of all the school superintendents in the Philippines.

Major Findings

The following summary of the major findings is based mainly on the responses of the 73 superintendents who cooperated:

1. The data gathered in this study seemed to indicate that the average Filipino superintendent had undergone a series of administrative responsibilities before his appointment to the superintendency. Fifty-four per cent had been elementary school principals, 52 per cent had been classroom teachers in the elementary grades, 41 per cent had been high school principals, 32 per cent had been district supervisors, and 26 per cent had been academic supervisors, 10 per cent had been trade school principals, and 10 per cent had been General Office supervisors.

2. Included among the numerous duties of the school superintendents were: administration, supervision, research, and teaching. Some had taught graduate as well as undergraduate courses. About 31.5 per cent had been visiting professors or instructors in private schools.

3. A majority of the school superintendents were graduates of the University of the Philippines. Fifty-four per cent of them were from this institution. Thirty-seven graduated from the Philippine Normal College, and 30 per cent came from the National Teachers College. Others were graduates of the Arellano University, the University of Santo Tomas, the Philippine School of Arts and Trades, and other institutions of higher learning both in Manila and in the Visayas.

4. Thirty-one school superintendents graduated from or had attended universities in the United States, with degrees earned including the Doctor of Philosophy, Doctor of Education, Master of Education, and Specialist in Education.

5. The superintendents had written on the average twelve articles, five bulletins and pamphlets, and two books. On the average they delivered seven addresses in one year before professional organizations, and around seven or eight before civic and community organizations. They were members of professional organizations, both provincial and national. One hundred per cent of the school superintendents were members of the Philippine Association of School Superintendents and the Philippine Public School Teachers Association. They

were also active in the Boy Scouts and Girl Scouts movements.

6. Seventy-three per cent of the superintendents had done graduate work. Sixty-six per cent indicated that their graduate work had contributed much to the development of a broader concept of educational problems, 30 per cent thought that their graduate work had contributed much to intellectual growth and stimulus, and 26 per cent thought that their graduate work had contributed much to the development of a sound philosophy of life. Other contributions of graduate work reported were: acquisition of poise, self-confidence, balance, and cultural and aesthetic experience.

7. The superintendents reported that the graduate experiences which they considered of most value were: research; preparing, writing and defending a thesis; workshops and seminars; travel abroad; and contact with competent professors and foreign students. The graduate experiences they considered of least value were: listening to lectures of unprepared professors, memory work, listening to stereotyped lectures, and useless seminars.

8. Ninety per cent of the school superintendents believed that the time, money, and energy expended in obtaining graduate credit had been justified.

9. The highest salary received by one superintendent was eight thousand four hundred pesos (P8,400.00), but most superintendents received seven thousand two hundred pesos (P7,200.00) annually. Thirty-seven per cent of the superintendents received this rate, while 21 per cent received five thousand one hundred pesos (P5,100.00).

10. The median age of the school superintendents was 55.5 years and the youngest was 44 years old. Superintendents are automatically retired at the age of 65 years in accordance with the provisions of the retirement law. The median length of service of the superintendents who responded was five years as a school superintendent.

11. The provinces contributing the greatest number of superintendents were Pangasinan and Batangas, with 9.6 per cent from each province. Next came Pampanga, Cebu, Tarlac, Bulacan, Cagayan, Laguna, Cavite, Negros Occidental, and Ilocos Norte.

12. Among the most stimulating professional books read by school superintendents during the last two years were: *Supervision*, by Barr, Burton, and Breuckner, *Curriculum Principles and Social Trends*, by Gwynn; *Educational Trends Abroad*, by Orata; *Challenges to Filipino Education*, by Peralta; *Administration and Financing of the Philippine Public Schools*, by Aldana; and *Supervision for Better Schools*, by Wiles.

13. In all but one instance, the superintendents felt that more emphasis should have been given to 18 administrator-competencies in relationships with students in their pre-service training programs than was actually received.

14. In every instance, the superintendents felt that more emphasis should have been accorded each of the competencies in relationships with teachers than was actually received in their pre-service training program. The number of competencies considered was 27.

15. The superintendents indicated that all but seven of the 61 techniques for the improvement of instruction considered were used only "moderately," despite the fact that the superintendents rated a majority of the items as "good" techniques.

Recommendations

1. Education has its own substantive elements, curricular or otherwise, and administration, viewed as purposeful organizing of human efforts cuts across the fields of education, business, government, social science, indeed across the whole gamut of organized human activity. Administration involves problems demanding a wide range of knowledge and skills, and draws upon other areas of study and practice and various fields of administrative experience. For these reasons, there

seems to be a need for upgrading the superintendency in the Philippines, especially in the light of a true Oriental and Filipino setting. Experiences drawn from abroad will contribute to a large degree in this area but the true essence of Filipino educational ideals and aspirations must perforce have to manifest itself in the administrator-training programs for succeeding superintendents.

2. Since it is required of elementary school teachers to have at least a Bachelor of Science degree in Education and to qualify by taking a government examination before she can be given a permanent teaching job, it follows, perhaps, that the person at the head of the educational system in the province or school should possess educational training and experience at least equivalent to a Master's degree. The level of aspiration for the superintendency should be a Master's degree in school administration and perhaps 60 semester hours of graduate work with the major emphasis placed on school administration and supervision. The person who holds the position of superintendent should also have some work in the areas of curriculum, teaching theory and philosophy, educational psychology and guidance, special education, and evaluation. Some academic work would be highly desirable.

3. In-service training programs should be held annually with the express purpose of improving administrator-competencies in relationships with students and teachers since the superintendents felt that their pre-service training programs had not emphasized these competencies to a high degree. It might be advantageous to include representative teachers and students at these conferences in order to get the point of view of the recipients of administration.

4. In-service training programs involving teachers and all administrators should be had annually with the purpose of improving instruction and the techniques used therewith since the administrators rated many techniques as "good" but used them only "moderately."

5. A study of this type be made periodically with super-

intendents participating. Only periodic status studies of this type can give a true picture of the progress being made.

221. LEPPER, John Adair (Ph. D.). "Philippine Student Politics: With Special Emphasis on the University of the Philippines." Georgetown University, 1971. 301 pp. Source: DAI, XXXII, 5A (November, 1971), 2759-A-2760-A. XUM Order No. 71-30,353.

This dissertation was envisioned primarily as a descriptive study of student politics in the Philippines, with special emphasis placed on manifestations of student political involvement at the University of the Philippines. I first tried to discover why there seemed to be so little student political activity before themid-1950's, and what the conditions were which contributed to its rapid increase after that date. I then focused on the reasons for activism emerging first at the Lyceum of the Philippines and at the University of the Philippines.

The study viewed Filipino student politics primarily, although not exclusively, as a function of student involvement in nationalistic issues; i.e., issues pertaining to Philippine-United States relations.

Research concentrated on the political attitudes, knowledge and actions of students at the Quezon City campus of the University of the Philippines, because this was one of the two most active campuses when I was in the Philippines during 1965-1966. The most important source of data used in this study was a questionnaire I distributed to 653 students at U. P.

Students were queried about their attitudes on various aspects of Philippine-United States relations, their knowledge of these relations, and the agents of political socialization the students believed were important for them as sources of political information, influence and support. Students were also asked what type of action they preferred and had taken to influence their government.

Numerous independent variables were used as controls in order to obtain a detailed analysis of the four dependent variables mentioned above. Independent controls included: sex, religious affiliation and attendance, three measures of socio-economic status, regional and urban-rural residence, college class, major, type of residence while at the university, and type of student organizations joined. I also administered Robert Agger's political cynicism scale, and the measure of subjective civic competence developed by Gabriel Almond and Sidney Verba.

The questionnaire was classroom administered by Filipino professors. This method preserved my anonymity and prevented intended disruption of the data-gathering procedure by activist students. Unfortunately, it precluded random sampling.

My historical research showed that student political activism has occurred in several periods of Philippine history. Yet, until the mid-1960's numerous factors ranging from outright suppression to deferential student attitudes toward persons in positions of authority have inhibited widespread student political activity.

However, conditions developed between the end of World War II and the mid-1960's which contributed to the growth of student political activity. These included the tremendous growth in the student population, its concentration in the Manila area, the poor conditions at overcrowded private venture institutions, the lack of job opportunities and the growth of Filipino nationalism.

Nationalistic issues were those over which students at the Lyceum of the Philippines and the University of the Philippines first became active in the mid-1960's. They were the first campuses to become active apparently because of the encouragement given to student political activity by faculty and administration members. There is little evidence that this type of encouragement was being given on other campuses.

At the University of the Philippines I found that students who in attitude were most opposed to various attributes of United States presence were those majoring in social science, upperclassmen and graduate students, and those who joined activist student nationalist organizations. They were also the most knowledgeable about various aspects of United States influence and the most active in trying to influence their government.

Among the indications in 1966 that student activism at U. P. would continue to increase were the high degree of cynicism most students expressed toward their governmental leaders, their equally high degree of subjective civic competence in their ability to influence national political decision-making, and their propensity to try to do this through group action and demonstrations.

Expectations of increased activism at U. P. and elsewhere have been fulfilled in the period between 1966 and 1970. Students have become active in the provinces, in high schools and even in the prestigious sectarian schools. Students are now demonstrating over campus conditions, domestic social, economic, and political matters as well as on nationalistic issues. The number of student organizations has proliferated and demonstrations have become increasingly violent. Students are no longer demonstrating because authority figures have challenged them to do so. They are now using their newly learned techniques of political protest to challenge constituted authority.

222. LIBRERO, Florentino (Ed. D.). "Dimensionality of a Client System for Extension Education Program Planning in the Philippines." Louisiana State University, 1973. 222 pp. Source: DAI, XXXIV, 6A (December, 1973), 2926-A-2927-A. XUM Order No. 73-27,854.

This study was conducted in three farming barrios (villages) in the Philippines with the general purpose of determining the nature and scale of the dimensions to describe a particular client system for extension education program planning. The interest was to develop and operationalize a rationale for program management in extension education.

Florentino Librero

Factor analysis was the principal analytical tool used to define the underlying uniformities or patterned variations in the data. To obtain the data, personal interviews were made with a 150-farmer sample divided equally among the three barrios, and for each barrio an equal number of members and non-members of an existing farmers' organization. The kinds of information gathered were principally socio-economic data which were used to generate 48 characteristic-variables that were subsequently factor analyzed. Results of such analysis gave 14 factors explaining about 78 per cent of the total variance in the data.

The 14 factors identified were defined as:

1. Crop production outlay.
2. Livestock-poultry production outlay.
3. Group concern and involvement.
4. Credit utilization.
5. Extension agent's role.
6. Operator's age and experience.
7. Non-farm employment.
8. Family size.
9. Informational interaction.
10. Need level.
11. Farm business achievement.
12. Farm size adequacy.
13. Residential fixity.
14. Farm land capitalization.

Factor analysis was also used to define systematic clustering of individuals using the scaled distances between cases.

These distances were estimated from the vector-distances between any two cases relative to the 48 characteristic-variables. Comparisons of the inclusion of individuals in the analytically defined clusters with the membership or non-membership of individuals in an existing farmers' organization indicated that:

1. There was no direct one-to-one relationship of the analytically identified clusters and the member-non-member dichotomy of cases.

2. Some clusters, however, identified individuals who were predominantly members while at the same time another cluster identified individuals who were predominantly non-member.

3. The number of analytically defined clusters, the relative prominence of their clustering and the closeness of a particular cluster to identify the actual members and/or non-members of an existing farmers' organization were not the same in all the three barrios.

Generalizing from the analytical procedures followed, a model of a program management process was developed and operationalized. It visualized the systematic definition of a client system from a set of characteristic-variables obtained from individuals in the planning area. Factor analysis was used to define the underlying uniformities in the data yielding a set of factors or dimensions that described parsimoniously the data. Similarly, the same procedure provided a systematic definition of the underlying clustering of individuals relative to both the original set of characteristic-variables or to the transformed factor space.

The elements in the model developed were also used to define typologies of client systems in a 3-dimensional perspective consisting of:

1. A complexity dimension defined by the number of characteristic-variables involved and the dimensionality of the system.

2. An elevation dimension defined by the spatiotemporal state of the system and the change propagator coefficient.

3. A range dimension defined by the number of individuals and the number of diverse clusters of individuals involved.

After having defined the relevant client system, program planning, implementation and evaluation was easily visualized. Planning was concerned mainly with the definition of goals and objectives in terms of the mean score of the client system or the factor score of the individuals in the system. Program implementation was principally concerned with the actualization of the relevant change strategies and the definition of the particular level of achievement in the same terms as in the definition of the objectives. Evaluation, finally, was concerned with the comparisons of the objective-state(s) and the achievement-state(s) in a particular time segment or over a series of time segments.

223. LICUANAN, Patricia Benitez (Ph. D.). "The Impact of Modernization on Philippine Adolescents." Pennsylvania State University, 1970. 121 pp. Source: DAI, XXXI, 9B (March, 1971), 5606-B-5607-B. XUM Order No. 71-6334.

This study was concerned with the impact of modernization on Filipino adolescents. Filipino adolescents like adolescents in other developing countries are being socialized into an adult society which itself is rapidly changing. Thus they are caught in a tug-of-war between traditional Philippine values and the more modern values that accompany social change.

High school students were chosen from Manila, the principal city and the main source of modern influences, and three other communities of approximately five thousand people located 100, 200, and 400 kilometers from Manila. Thus adolescents with varying exposure to modern influences such as industrialization and mass media were studied simultaneously.

Patricia Benitez Licuanan

The self concept, reference groups, achievement motivation and level of aspiration of the Ss were measured and the influence upon these variables of distance from Manila, sex and socioeconomic status was investigated.

The main findings of this study were:

1. Ss described themselves as being quite interpersonally oriented and thus traditional. Their ideal selves, while also interpersonal, possessed more traits attributed to more modern and industrial people.

2. Ss used six categories of traits to describe their real selves and six categories to describe their ideal selves. These categories were generally interpersonal in character.

3. Urban adolescents saw themselves as being more modern while rural adolescents wanted to be more modern.

4. Females described themselves as more modern than did males. Both male and female adolescents wanted to be modern but this desire for modernity was manifested differently. In males it was demonstrated in a rejection of the friendly "nice guy" type of traits while with females it was evident in their desire for traits of leadership, achievement and extroversion.

5. Ss had different reference groups depending on the situation. For recreational situations, peers were considered most important; for modeling situations, parents; emotional situations, peers; career situations, parents; and task-oriented situations, peers.

6. Males were more peer-oriented than were females.

7. Urban adolescents chose parents as reference persons more frequently and peers less frequently than did rural adolescents. High SES Ss also chose parents more frequently. The explanation offered was that the generation gap between high school students and their parents is greater in the rural areas where parents are less likely to be educated and have careers. This would also be true of low SES families.

8. Females had a greater need for achievement than did males. Distance from Manila did not seem to affect achievement motivation.

9. In all groups there was a high level of aspiration as seen in desire for education and professional jobs. However, more Manila Ss and high SES Ss had a high level of aspiration. More females had high aspirations than males.

10. Most Ss wanted to earn enough to give them a comfortable life (P400 - P600 a month) but they did not think that they would actually earn that much.

11. Groups differed in whom they considered the most successful person they knew as well as in the description of what made a successful person.

The results of our study show that exposure to the modernizing influence of the city does not seem to have as much of an effect on self concept, reference groups, achievement motivation and level of aspiration as one might expect from the literature on modernization.

It seems that Filipino adolescents have many traits associated with modernization. However, they retain many traditional Filipino qualities. This may be an indication of a happy compromise between the old and the new--an idiosyncratic mode of modernization by which the Philippines can remain Filipino and yet be part of the new modern world.

224. LIESCH, James Richard (Ph. D.). "Philosophic Presuppositions of the Community School Movement of the Philippines." University of Minnesota, 1963. 287 pp. Source: DAI, XXIV, 5 (November, 1963), 1939-1940. XUM Order No. 63-7938.

Led by the community school movement, the Philippine public school system has undergone notable reorientation since

World War II. Evoked by multifarious postwar problems and by political independence, the community school definition is analyzed into the following statements:

i. The school is the community center.

ii. The school is responsible for the continuing education of the entire community.

iii. The school is the chief agent of direct community improvement.

iv. The school is coterminus with the community.

  a. The entire community educates, not the school alone.

  b. The school is the social institution to guide community education.

  c. The community assists the school in all programs of education. Most distinctions of formal and informal education disappear.

v. The school has purposes coextensive with those of the community.

Thus the community school of the Philippines is the local group consciously educating itself to improve community life.

This study undertakes to explicate the philosophic presuppositions of the community school movement. The design of the study is drawn from R. G. Collingwood and A. S. Clayton. According to Collingwood, a presupposition is the logical antecedent of the question basis of any statement without which the question could not arise. Clayton's refinements resolve presuppositions of educational statements into cultural and philosophical, the latter being either necessary or contingent. This study does not distinguish between necessary and contingent assumptions. The conscious recognition and the truth of presuppositions are deemed irrelevant to the study.

James Richard Liesch

Cultural presuppositions are explicated from precedents for the community school cited by the theorists. After emphasizing at first the break with past aims and practices, the theorists noticeably shifted their ground to the recognition of scattered precedents in prior programs and policies. The cultural assumptions clarified many of the leading ideas whose philosophic presuppositions are the main body of the study.

The philosophical presuppositions tend to social organicism similar to American reconstructionism. In ontology, the thrust of the presuppositions is toward process philosophy, deriving from the central urgency for change. Natural forces of change are the presupposed ground of reality. Existents, constellations of empirical forces, demonstrate a continuum of potential for controlling environmental forces. The most highly evolved existent is the community.

In epistemology, intelligence is primarily a community function to cope with its needs and problems. Individual intelligence is a facet of group mind. Group experience relates the group to reality through active perception and the radical alteration of both group and reality. Knowing is a natural, evaluative process which is tentative, subject to evolving group perceptions and purposes. Logic is a group psychologism varying with situational exigencies. Logic employs an inductive, hypothetical syllogistic which issues in consensus.

In axiology, group valuation initiates the knowledge process and assigns knowledge its validity. Values are the plural vectors of organic group functions. Since individual values arise from and support group values, and find reference and validity in them, individual values are extrinsic. The school-community is a principal social value as a composite vector of the functioning group; it is to focus social control. Familial and religious values are subordinate to the organic social values--democracy as a way of life. Democracy is the efficient organic functioning of the school-community to control the forces for group survival, growth and satisfaction.

Taken as a whole, the philosophical presuppositions are most nearly congruent with the philosophy of American reconstructionists and, antecedently, of John Dewey. Similarities to certain classical positions of Heraclitus, Bacon, Hobbes, Hume, Kant, Hegel, Comte, Spencer, Peirce and James are indicated.

225. LIMCACO, Esperanza Ruiz (Ed. D.). "The Guidance Needs of Students at the University of the Philippines." Stanford University, 1955. 143 pp. Source: DAI, XVI, 1 (1956), 51. XUM Order No. 15,348.

This study is an exploration of the guidance needs of the University of the Philippines and its students, an analysis of current trends, and a proposal, in general terms, of expanded guidance services for this university. There are three general principles observed in the analysis of needs and in the formulation of the program. The first is that this guidance shall be for all students; the second, that an effective guidance program requires clear definition of functions and clearly identifiable leadership; and the third, that effective guidance program provides for continuous in-service training of the whole institutional staff and for the establishment of procedures which facilitate interaction between guidance and instructional personnel.

The resolution of the problem and the basis for the proposed development by the author evolve from a synthesis of the conclusions reached from three lines of investigation; namely,

1. The experience of the writer in the University of the Philippines as a former student and later as a member of the faculty.

2. The writer's two years of study and observation of developments in the student personnel or guidance field in the United States.

3. The results of the study of student and institutional needs by means of two questionnaires, one, administered to the U.P. guidance personnel and the other, administered to over four hundred students.

Looking at the needs of the University of the Philippines in terms of the principles stated above, the writer notes that:

1. At the present stage of the University's student personnel program, guidance for all students is difficult to achieve, primarily because of lack of sufficient time to do counseling by the part-time guidance counselors.

2. That there is no clear definition of functions of the guidance personnel.

3. That a strong leadership is necessary to meet the weaknesses of the present situation.

The survey of student problems indicates that a rough sampling of U.P. students reports many problems which are related to the kinds of services usually found in an effective university guidance program.

The proposed guidance program besides defining the duties and functions of the guidance personnel recommends the adoption of the "Student Personnel Point of View" for its philosophy and a modified line-and-staff relationships in its administration. A Dean of Students who will be on the same level as the academic deans in the hierarchy of the administrative set-up will head-up and coordinate the different guidance services.

226. LIRAG, Priscilla Limcaco (H.S.D.). "Effectiveness of the Graduate Professional Preparation Program in Meeting Competency Needs in School Health Education at the University of the Philippines." Indiana University, 1974. 133 pp. Source: DAI, XXXV, 3B (September, 1974), 1302-B-1303-B. XUM Order No. 74-19,596.

Priscilla Limcaco Lirag

The Problem

The problem of this study was to determine the perceived effectiveness of the graduate professional preparation program at the University of the Philippines in meeting the competency needs of health educators. The study was delimited to an evaluation of the graduate program in school health education offered at the College of Education, University of the Philippines, from 1962 to 1973.

Procedures

In conducting the study, the following procedures were undertaken:

1. Developing of the evaluating instrument.
2. Conducting the pilot study.
3. Determining the validity of the instrument.
4. Selecting the subjects.
5. Collecting the data.
6. Analyzing of the data.

Analysis of the data involved tabulation of the frequencies and percentages for each of the possible responses to each competency statement, determination of the median for each competency statement, and rank order of the statements in each major area of competency from highest to lowest based on the total percentage of favorable rating to the statement.

Findings

Significant findings of the study included:

1. The health educators who matriculated in the program were mostly middle-aged females, had had several years of work experience in health education, and were widely distributed geographically.
2. Almost half of the respondents who matriculated in the program indicated they had not graduated. Lack of time,

heavy academic load, and thesis writing were some of the reasons which prevented them from completing the degree program.

3. Though few health educators were actually participating in actual research endeavors, a significant number of respondents indicated a desire to develop further their skills in research.

4. The respondents' perception of their preparation in the areas of administration, supervision, teaching, school health services, and coordination was generally adequate while preparation in research was less adequate.

5. A more individualized manner of advising students in consideration of their undergraduate preparation, present and future positions, and other goals was deemed a continuing challenge for the program.

Conclusion

The graduate professional preparation in school health education at the University of the Philippines has been effective in meeting competencies in the areas of administration, supervision, school health services, and coordination, but less effective in meeting competencies in research.

Implementations

1. Faculty members teaching the courses in health education should consider the findings of this study in their efforts to continuously improve course offerings of the program.

2. Curriculum planners in health education should consider the suggestions of the respondents to meet student needs, problems, and educational goals.

3. That a set or series of practical laboratory, clinical, or actual work experiences in the form of viable internship which is intended to enhance the development of professional competencies be made available to students.

Priscilla Limcaco Lirag

4. That a continuous re-examination of the curriculum be undertaken to meet the needs, not only of practitioners who are increasingly taking varied roles in the school and community, but to meet the ever-changing needs of society.

5. That the curriculum planners should examine the possibility of planning options or alternative routes in the curriculum for a more individualized study.

Recommendation

1. That further study be undertaken to identify the factors hindering the completion of the degree program of almost half of the respondents.

227. LOO, Fe Villaflores (Ph. D.). "A Plan for Curriculum Development for a Baccalaureate Nursing Program at Silliman University, Philippines." University of Kansas, 1973. 131 pp. Source: DAI, XXXIV, 12A, Part 1 (June, 1974), 7520-A. XUM Order No. 74-12,593.

Nursing education must be future-oriented, in order to cope with the changing role of the professional nurse. The curriculum that prepares man for tomorrow's world must put a stronger emphasis on the development of creative individuals who demonstrate the qualities of openness, flexibility, and the motivation to make learning a part of the self. The need for a new pattern of nursing education design to prepare students who can function in various health care settings in Silliman University College of Nursing prompted the undertaking of this study.

The proposed plan for curriculum development will serve as a conceptual framework for effecting major curriculum change and as a guide for decision making in the change process. Another purpose of the plan is to stimulate the the faculty of the College of Nursing to reexamine the present curriculum in relation to the trends of nursing education in the coming decades.

The procedure used in developing the plan included an analysis and evaluation of related research and concepts, a review of case study reports on nursing degree programs that had gone through major curriculum change in the last eight years, and a comprehensive study of the present baccalaureate program in Silliman University College of Nursing. An in-depth crusal of the literature in areas basic to curriculum planning and the planning of change are presented.

Basic strategies for effecting change by Bennis, Chin, Benne, Miles, et al., are discussed. In addition, several models for change by Guba and Clark, Smith, Goodlad, Doll and others are presented.

The plan for curriculum development as described in the study is based on the local needs and broad goals of the target organization. Part of the plan is an assessment of the College, in terms of its stability and readiness for change using the social systems theory. Included in the plan are the following elements:

1. A concept of change.
2. A concept of strategy.
3. A well defined concept of process.

The task and process of curriculum development that are given major consideration include the following: skilled leadership, competent staff, collaborative relationships, and the participation by all involved in the decision making activities.

The plan for curriculum development for the College of Nursing consists of these features: assumptions, goals, strategy and process for planned curricular change. The assumptions and goals will determine the nature, direction and process for the planning of innovation. The ultimate goal of the plan is to bring about an objective, systematic, and comprehensive change.

One major assumption of the study is that the administration as the key figure in effecting change, needs to assume the major responsibility for the implementation of the plan. Secondly, the major role of a curriculum change agent is in working with the faculty in the planning and the initiating of change in the target system.

Plans for curriculum development such as the one described in the study will only find meaning and significance as they serve as models for designing a curriculum that is self-renewing and future-oriented.

The significance of this plan lies in the ability of the faculty to make learning a part of the self. But the most important and far-reaching outcome of the plan will be in the changee's courage to experiment with a new curriculum.

228. LOPEZ DE LEON, Isidra Edralin (Ph. D.). "Home Economics Curricular Reforms in the Public Elementary Schools in the Philippines, 1900-1980." University of North Carolina at Greensboro, 1981. 214 pp. Source: DAI, XLII, 3A (September, 1981), 1032-A. XUM Order No. 8118777.

The purpose of this study was to trace the historical development of Home Economics taught in the public elementary schools in the Philippines from 1900 to 1980. Specifically, it sought to determine:

a. The general educational aims and policies that affected the elementary Home Economics instruction.

b. The reforms and changes made in the elementary Home Economics curriculum.

c. The influence of the prevailing national political ideology and focus of governmental control in the elementary Home Economics curriculum.

Historical research methods were followed. Data were gathered from documents, curricula in Home Economics, directives to teachers, memoranda, bulletins, circulars, Annual Reports of the Director of Education, census reports, Survey Reports of Educational Commissions, Reports of the

Philippine Commission, books, periodicals, theses, and dissertations. Information was critically examined, gathered, and organized.

The study indicated that the prevailing national political ideology during a particular historical period had a direct influence on the philosophy and aims of Philippine education. Consequently, it effected changes not only on the general educational system, but also on specific subjects included in the curriculum. In the Home Economics taught in the public elementary schools, it affected the objectives, time allotment, subject content, teaching procedures, instructional materials, and forms of evaluation.

Other findings showed that:

1. The Philippine educational system has supported the nation's commitment to a democratic form of government.

2. The nation's economic development appeared to be the most outstanding concern or focus of governmental control throughout the period under study.

3. The public educational system has continuously evolved, with pressures coming mainly from the influential writings of scholars and from critical institutions like the Department of Education or the Ministry of Education and Culture, including, but not limited, to the strong impact created by the changing political climate.

4. In formulating educational policies, elements from the different historical periods were selectively drawn. The elements of democracy, liberty and labor, together with religious faith reappeared in many official statements which had direct bearing on education.

5. The public elementary school system has undergone various changes since its organization; however, the fundamental aims and objectives have remained essentially the same: universal literacy, citizenship and nationalism, character education, and development of vocational efficiency.

6. The goals and objectives of the elementary Home Economics curriculum introduced during the American Regime, had the most significant or far-reaching influence on the present curriculum. Despite the changes in terminology and program, the goal has remained basically the same: the development of the individual for better family and community living, and for national development.

7. The specific objectives of the elementary Home Economics instruction which were translated into tasks, were drawn from the general educational aims and policies that prevailed during certain historical periods. The general educational objectives that affected the elementary Home Economics curriculum the most were:

   a. Development of enlightened, patriotic, useful, and upright citizenry in a democratic society.

   b. Development of vocational efficiency.

   c. Maintenance of family solidarity and desirable Filipino family pattern.

   d. Improvement of community life.

229. LUMBA, Zenaida Pascual (Ed. D.). "Attitudes about Voluntary Interinstitutional Cooperation Among Colleges and Universities in Metro Manila." Indiana University, 1981. 111 pp. Source: DAI, XLII, 8A (February, 1982), 3460-A-3461-A. XUM Order No. 8200887.

The problem of the study was to ascertain the current condition and the prospects for voluntary interinstitutional cooperation among institutions of higher learning in Metro Manila. The study sought to determine the relationships, if any, between demographic conditions such as founding date of an institution, bype of control and support, size of enrollment, nature of student body, and the highest degree offered, and the attractiveness of interinstitutional cooperation to colleges and universities. The study also attempted to identify the number of institutions that favored the concept of consortium, the kinds of consortia which are now in existence in Metro Manila, the reasons why institutions joined consortia, the types of institutions colleges and universities preferred for cooperative arrangements, and the various areas of cooperation institutions would have liked to consider for consortium activity.

The population of this study was composed of institutions of higher learning located within the geographical boundary of Metro Manila. A four-part questionnaire was constructed as the survey instrument used in the study. In order to refine the survey instrument, five instructors were asked to critique it. Later, it was sent to heads of 20 colleges and universities located outside the Metro Manila area to test its clarity and validity. The improved survey instrument was then mailed to the 93 Metro Manila institutions of higher learning. Three months were allowed to gather the information needed for the study.

Fifty-three, or 57 per cent, of the 93 institutions returned usable information for the study. Seven of the responding institutions were public, 5 Protestant, 14 Roman Catholic, 5 proprietary, and 22 private but not church related. The average enrollment of responding institutions was between 1,000 and 5,000. Twenty-four, or 45 per cent of the responding institutions, offered bachelor's degrees or first professional degrees; 29, or 55 per cent, offered graduate degrees at the master's and doctor's levels.

Twenty-one, or 40 per cent, of the 53 institutions that responded, reported current consortial relationships involving 35 cooperative arrangements. The primary reason for going into consortia was to improve educational programs and institutional operations. The decision to go into consortia was usually made by the board of trustees; in some cases, it was a decision of more than one person or one body.

Twenty-eight of the 31 responding institutions not in consortia reported plans to go into cooperative arrangements within the next 2 to 10 years. The principal consideration of these institutions for going into consortia was to improve the quality of education and to expand educational opportunities. These institutions tended to prefer their own type of control and support for cooperative arrangements. The reasons the institutions gave for choosing particular types of institutions for cooperative linkages ranged from similarity of goals and philosophy to geographical proximity.

The top academic program the responding institutions would like to inaugurate in their institutions was development and improvement of curriculum. Where nonacademic programs were concerned, the responding institutions chose joint social and extracurricular activities and athletic programs. The specialized kind of program chosen was computer center.

The geographical proximity, curricular programs, and financial status of the Metro Manila colleges and universities make interinstitutional cooperation feasible. However, the institutions of higher education of Metro Manila generally lack a general knowledge of this emerging pattern in higher learning. Interest in consortium arrangements apparently results primarily from the relative degrees of sophistication of the institutions involved, the level of sophistication being related positively to a sense of security concerning autonomy. The Ministry of Education and Culture could provide the necessary education and incentive for Metro Manila institutions to go into cooperative arrangements.

230. LUYKX, Nicolaas Godfried Maria, II (Ph. D.). "Some Comparative Aspects of Rural Public Institutions in Thailand, the Philippines and Viet-Nam." Cornell University, 1962. 905 pp. Source: DAI, XXIII, 5 (November, 1962), 1769-1770. XUM Order No. 63-709.

This study is based on two years of field study in single provinces in Thailand, the Philippines and Viet-Nam. The study describes the organization, functions and financing of the formal and informal governing institutions at all levels within each province and tests four propositions relating to the administrative aspects of purposeful, government-sponsored development programs. In essence, the propositions postulate:

1. That national government programs are administered in a highly centralized fashion.

2. That those programs intending to serve or otherwise to involve the majority of the people fail to do so.

3. That local institutions of government exist which perform or facilitate services that meet certain basic or universal needs although currently at a level insufficient to bring about accelerated development without further guidance and experience.

4. That barriers exist between the national government and the rural people which prevent their mutual understanding and, hence, the successful formulation and implementation of development programs.

The evidence collected substantiated the propositions with important specific exceptions. The formal administrative procedures of the national government agencies in each area visited were organized in a highly centralized fashion. However, at least in Thailand and the Philippines, circumstances were noted which permitted the exercise of a degree of autonomy by administrators within the provinces studied. In Thailand, autonomy was exercised under the influence of the special plans of the provincial governor, the district chiefs and certain highly trained and professionally motivated officials. In the Philippines, autonomy was exercised in response to the influence of rural-based landholding, political or economic special interests. In Viet-Nam, the intense national government intervention and supervision within the bureaucracy and within the rural areas was exercised through widespread and well disciplined organizations. This intervention ensured a high degree of formal conformity with nationally determined policies. In none of the three areas were the distinct needs or desires of the rural people a matter of direct influence in the planning or execution of government sponsored programs.

Certain types of development programs were observed to achieve their objectives whereas other types were seen to fail within a general pattern that was consistent among the three countries. Generally, the less successful programs were those which required considerable sensitivity to local situations and which carried with them an aspect of "education" or other characteristics requiring the personal involvement of participants and their interaction with government officials. The more successful programs were those adapted to implementation under a centralized system, with services or materials provided directly by government technicians or which included simple or compulsory kinds of local participation. Other crucial explanatory factors were also pointed out.

In Thailand and the Philippines, local institutions of government were observed which demonstrated the capacity of rural people to recognize group needs, to plan for their solution, to mobilize and manage local resources and to render public accountings. The members and leaders of these institutions seemed amenable to guidance and training. In Viet-Nam, the observed local public institutions appeared to be, in effect, the highly dispersed agencies of the central government.

The major barriers observed as impediments to satisfactory national-local relations included:

1. The wide differences in social status between government officials and rural people in Thailand and the problems of effective communication between them in the absence of "extension" skills among the officials.

2. The conservatism of the informal power structure in the Philippines which, through patronage relationships, impeded certain kinds of developmental changes that might weaken its support.

3. The inhibitory tensions generated in Viet-Nam; justifiable, in part, on the basis of the conditions of near-war existing in that country.